Israel, J.B. Certain issues in American history...
1948

FOR REFERENCE
Do Not Take From This Room

FOR REFERENCE
Do Not Take From This Room

BOSTON UNIVERSITY
SCHOOL OF EDUCATION
LIBRARY

Ed.
Thesis
Israel, J.B.
1948

The Gift of Jay B. Israel
stored

FOR REFERENCE
Do Not Take From This Room

Ed.
Thesis
Israel, J.B.
1948
stored

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

CERTAIN ISSUES IN AMERICAN HISTORY AND THEIR TREATMENT IN TEN HIGH SCHOOL TEXTBOOKS

Submitted by

Jay Burton Israel

(B.S. Boston University, 1946)

In partial fulfillment of requirements
for the degree of Master of Education

1948

First Reader: William H. Cartwright, Assistant Professor of Education

Second Reader: Robert Earle Moody, Professor of History

Third Reader: W. Linwood Chase, Professor of Education

Boston University
School of Education
Library

School of education
March 30, 1948
29202

ACKNOWLEDGEMENT

Grateful acknowledgement is made to my advisor, William H. Cartwright, for his suggestions and advice in the preparation of this paper. Thanks are also extended to Dr. Ruhl Bartlett of Tufts College, Dr. Robert E. Moody of Boston University, and Dr. Edmund A. Moore of the University of Connecticut. Acknowledgement is also made to my colleagues who discussed the problem so carefully with me.

Digitized by the Internet Archive
in 2016 with funding from
Boston Library Consortium Member Libraries

https://archive.org/details/certainissuesina00isra

ACKNOWLEDGEMENT

Grateful acknowledgement is made to my adviser, William H. Cartwright, for his suggestions and advice in the preparation of this paper. Thanks are also extended to Dr. Ruhl Bartlett of Tufts College, Dr. Robert E. Moody of Boston University, and Dr. Edmund A. Moore of the University of Connecticut. Acknowledgement is also made to my colleagues who discussed the problem so carefully with me.

CONTENTS

Page

Chapter I Introduction 1

Chapter II Related Studies and a Review of the Literature. 7

Chapter III Procedures 13

Chapter IV Thirty-five Items Analyzed in Ten American History Textbooks. 18

American Treatment of the Tories. 18

The Sedition Act of 1798 19

Monroe Doctrine 1823 20

Removal of the Five Civilized Tribes 1830 21

Revolt in California 1846. 22

Fugitive Slave Act of 1850 23

The Ostend Manifesto 1854 24

Freeing Slaves Without Payment 25

Impeachment of Johnson 1868 26

Dingley Tariff of 1897 27

Declaration of War with Spain 1898 28

Arbitration of the Alaskan Boundary Conflict with Canada 29

Boxer Rebellion 1900. 30

Decision in the Insular Cases 1901 31

Portsmouth Negotiation 1905 32

Government Intervention with the Coal Strike of 1902. 33

La Follette Seamen's Act 1915 34

Intervention in the Dominican Republic 1916 35

Tom Mooney - W. Billings Case 36

American Action with Regard to the Sussex Sinking 37

Espionage Act of 1917 . . . . 37A

Sedition Act of 1918 38

CONTENTS

Page

Chapter I Introduction 1

Chapter II Related Studies and a Review of the Literature. 7

Chapter III Procedures 14

Chapter IV Thirty-Five Items Analyzed In Ten American History Textbooks. 18

American Treatment of the Tories. 18

The Sedition Act of 1798 19

Monroe Doctrine 1823 20

Removal of the Five Civilized Tribes 1838 21

Fremont in California 1845. 22

Fugitive Slave Act of 1850 23

The Gadsden Purchase 1853 24

Freeing Slaves Without Payment 25

Impeachment of Johnson 1868 26

Dingley Tariff of 1897 27

Declaration of War with Spain 1898 28

Arbitration of the Alaskan Boundary Conflict with Canada 29

Boxer Rebellion 1900. 30

Decision in the Insular Cases 1901 31

Philippine Insurrection 1902 32

Government Interference with the Coal Strike of 1902. 33

La Follette Seaman's Act 1915 34

Intervention in the Dominican Republic 1916 35

Tom Mooney - W. Billing Case 36

American Action with Regard to the Sussex Sinking 37

Espionage Act of 1917 . . . . 37A

Sedition Act of 1918 38

Page

Cruiser Bill of 1929 39

Activities of the Works Progress Administration 1933 40

Act Authorizing Philippine Independence 1933 41

Refusal to Participate in the World Economic Conference in London 1933 42

National Industrial Recovery Act of 1933 43

Devaluation of the Dollar 1934 44

Wagner Act - National Labor Relations Act 1935 45

Use of the Tennessee Valley Authority for a "yardstick" 1939 46

Transfer of Destroyers to Britain 1941 47

Protectorate over Iceland and Greenland. 48

Freezing of Japanese Credits in the United States in 1941. 49

Roosevelt's "Shoot on Sight" Orders 1941 50

Lend Lease Act 1941. 51

Chapter V Conclusions 52

Bibliography 58

Appendix A 61

Table of Contents for Appendix B 66

Appendix B 68

CHAPTER I

INTRODUCTION

The purpose of this study is to survey high school American History textbooks to discover how certain issues in American History are reported. Are high school textbooks very similar in their treatment of issues? If one thinks that American History is all facts, then this should be the case. Are high school textbooks colored with the author's approval and disapproval toward issues? Is our American History being written so as to inform our students of issues other than war? Blythe[1] reports that new research is slow to find its way into our high school textbooks. If new research, by acknowledged historians, to which no objections were raised by other experts, is slow to enter the textbooks, what is the position of controversial issues in American History?

Our high school graduates should know that there were many controversial issues in our history. It is not only in our times that people have disagreed with the policy of the government. Much controversy has taken place over many of the events in American History. Unfortunately some issues were ignored by the people. Youthful high school graduates are prone to feel that only now is every move of the government criticized. History, presented in a manner conducive to discussion of controversial issues, will acquaint the student with the idea of thinking critically on the issues as they appear in later life. With this type of background it is hoped that they will go forth into life expecting serious discussion before each and every governmental decision is sanctioned by the people or their representatives.

---

[1] Blythe, Irene T. "The Textbooks and the New Discoveries, Emphases, and Viewpoints in American History". Historical Outlook, 23:395-402, December, 1932.

In most high schools the textbook is the most important material for instruction. How the textbook handles the issue, determines to a large part the thinking or lack of thinking done by the students. What is considered by many historians to be controversial may be treated as perfectly right and proper. Unless both sides of an issue are presented the student will tend to feel that this is what has happened and there was no opposition. If a student is trained to look for both sides of an issue there is hope that he will carry this attitude of critical thinking out into the world with him. He will expect debate on current happenings. He will tend to analyze and think. With a critical thinking background he will be better able to discriminate. To develop thinking Americans, it is necessary to start the process in the schools with our own history. History is not a jumble of facts but a story of controversy, for each step in our progress was both opposed and supported.

It is amazing the way the college student has to learn to re-interpret American History. High school history textbooks make our history seem rather easy going except for an occasional war. Why is it that many high school students of American History do not realize the controversial nature of our history? This writer believes that much of the answer can be found in the fact that textbooks dodge issues of the past to avoid controversy today!

Why should American History be studied? The Report of the Committee on American History in School and Colleges of the American Historical Association, The Mississippi Valley Historical Association and the National Council for the Social Studies states, "Layman and educators

are generally agreed that knowledge of our own history is essential in the making of Americans".[1]

This writer believes that a knowledge of the past is conducive to an understanding of the present and the future. In our complex civilization of today we need much more education to take our rightful place in society than did our ancestors in the past. It is important to know the effort expended in making past decisions. A knowledge of the difficulties of the past will aid our citizens today to participate in governmental affairs, knowing that the best decisions are not made on short notice but after careful study of conditions. Our study of American History will enable the student to realize the slowness of change. "A student who has learned to think in terms of historical development should realize both the certainty and the gradualness of change".[2]

A study of issues in American History should tend to make a student more tolerant. No student of our American History ought to feel that all that made our past was a succession of peaceful, non-controversial issues. "The "100-per-cent American", who insists on absolute conformity in belief and behavior is unconsciously trying to destroy at least 50% of American life".[3] This writer believes that students of American History in high school should be exposed to the differences in our history. The student should know of the pressure exerted by many factions of the American population, such as the farmers, laborers, industrialists and even state and local governments. The differences of opinion between acknowledged historians in regard to certain issues should be presented.

---

1. Committee on American History in Schools and Colleges. American History in Schools and Colleges. New York, Macmillan, 1944. page 14.

2. Ibid. page 18

3. Ibid. page 19

This study will survey some textbooks used in high school American history to discover whether students are exposed to differences of opinion regarding issues in our history.

This writer realizes that there are many problems in connection with the teaching or writing of controversial issues in American History. Beale writes

> "Among the dangerous topics are war and peace, other international problems, "patriotism", political institutions, partisan politics, religion, science, when it touches religious convictions as does evolution, and particularly history, economics, and social questions." [1]

Textbooks are subject to the close scrutiny of high powered pressure groups. The teacher's position is delicate. Yet, we must weigh values. This writer is of the opinion that to gain real understanding of our history a presentation of the many differences of opinion is necessary. Regardless of the pressure from the "100-per centers", if our government's actions in regard to its dealings with other nations are open to question, by all means we must so inform our young people in high school, for their knowledge will be necessary to them in the making of future decisions. Any action of our government, or individuals representing our government, should be presented in the most truthful manner possible, regardless of pressure from the ultra-nationalists. Blind worship of all our American heroes and chauvinistic defenses of all acts of our government are not part of the intelligent making of better future Americans. Such short-sightedness is not conducive to world peace. Censorship of American History for our youth is not part of the American system.

---

1. Beale, William W. "Propaganda Influences the School" Chapter IV in Education Against Propaganda, Seventh Yearbook of the National Council for the Social Studies, Ellis, Elmer (editor) Washington, D.C. National Council for the Social Studies, 1937.

The issues in our history should be presented as fairly as possible according to the information available to the authors. While history does require interpretation, the writer expects the textbooks used in high school American History to present the issues fairly and in the best possible manner. Only thus does the student have opportunity to make up his own mind, according to his own conscience and intelligence, with the proper guidance from a competent teacher.

What do students think about controversial issues in school? We adults make our plans, discuss the textbooks and issues but little is said about the student. Do students want controversial issues taught? A study by Edgerton[1] indicates that they would answer in the affirmative if the choice was theirs to make. In his study, students of grades seven, eight, and nine, of five separate schools participated. In the ranking of five teachers, the teacher who handled "hot" questions with complete units around such subjects, with speakers, encouraged everyone to find, filter, face, and follow the facts, is ranked first. In other words, the popular teacher is the one that does not hide from issues. In this same study the students stated that they wanted the teacher to give an opinion when asked.

The students, then, want issues discussed. Not all adults agree. Faulkner quotes the president of the Society of the Sons of the American Revolution, Attorney General Connor of Idaho, who said, "Discussion of controversial subjects has no place in history; it should not be found in a single school in the United States".[2] Any follower of the "one leader" principle would be pleased with the prospects of followers from this school. A student subject to that type of schooling, would be amazed

---

[1] Edgerton, Ronald B. "Do Pupils Want Teaching of Controversial Issues?" The Clearing House. 18:332-5, February, 1944.

[2] Faulkner, Harold Underwood, "Perverted American History". Harper's Magazine, 152:337-46, February, 1926

amazed at the controversy in the world today. Upon graduation he would step into a new world, permeated with differences. Men of this type would no doubt favor the continuance of myths in our history. An article by Schachner[1] calls for the elimination of myths from our history and for the teaching of history. He calls for the cleansing of our books. If the true facts of history were presented, this writer is of the opinion that there will be enough to make any boy or girl proud of his American heritage without having to give the student a series of myths to build up a proud citizenship.

Todd represents the more enlightened adult point of view. He states "....a primary responsibility of the American History course- a responsibility which it must sh~~ow~~are with all education - is not only to foster that knowledge which leads to understanding but to cultivate the ability to think and to act intelligently".[2]

He defines many of the skills required for intelligent action. Among them are "the ability to discriminate between statement of fact and opinions, and between primary and secondary sources; the ability to make systematic comparisons; the ability to analyze conflicting statements; the ability to carry on orderly and constructive group discussions".[3]

This writer believes there is no better place to teach, practice and learn issues in American History the American way than in the discussion of controversial topics.

---

[1] Schacher, Nathan. "Do School Books Tell the Truth?" *American Mercury*. 45:414-20, December, 1938. Chapter I.
[2] Todd, Lewis Paul. "Opportunities for American History" *The Study and Teaching of American History*. Thursfield, Richard E. (Editor) *Seventeenth Yearbook of the National Council for the Social Studies*, Washington, D.C. 1946, page 14.
[3] *Ibid*. page 15

CHAPTER II

RELATED STUDIES AND REVIEW OF THE LITERATURE

Several studies have been made relative to the contents of American History high school textbooks. A study by Malone[1] regarding American-Canadian amity shows that the authors of elementary school history books of each country tend to slant history according to their own nationalistic views. Even authors from the same country do not agree on the facts.

A study by Carter[2] reveals information about the treatment of the national elements in American History textbooks published up to 1931. Great Britain was given the most space and on the whole a favorable impression is left. Germany's part before 1900 was treated with favor, but her actions during the twentieth century were frequently subject to censure. Up to the Civil War the Scotch-Irish are favorably treated but after it they are seldom mentioned. The Italian was treated so as to create animosity and so lightly as to leave no lasting impression. In the treatment of the American Revolution the Poles were looked upon with favor but in later periods were dealt with in such a manner as to leave the impression that they would not make desirable citizens.

> "Based on the results of such a study, the non-English groups certainly do not appear to have received the attention commensurate with their real and permanent achievement in the upbuilding of the American nation".[3]

---

[1] Malone, Thomas. "History Texts and American-Canadian Amity". Historical Outlook. 18:373-377, December, 1927.
[2] Carter, Thyra. "Racial Elements in American History Textbooks". Historical Outlook. 22:147-151, April, 1931.
[3] Ibid. page 261

Sixteen American History textbooks were analyzed by Clem and Ellis[1] as to the space allotment accorded to each period of our history. The textbooks differed greatly in the amount of space devoted to each period. A definite tendency to emphasize the more recent period was noted.

Blythe[2] completed a study of fifty-three secondary-school American History textbooks published between 1897 and 1930 to discover the extent to which they incorporate thirty-two new discoveries, emphases, and viewpoints published from 1893 to 1928. The conclusions drawn show that textbook writers are slow to incorporate new research in their high school textbooks. The authors were slow to introduce new research, completed by acknowledged historians, to which no objections were raised. Blythe calls attention to the need for more study of secondary-school textbooks in American History.

> "This study is regarded as merely an introduction to a much needed comprehensive study of secondary texts in the several fields of history to determine whether the texts in general use are actually giving students information in conformity with the judgments and opinions of historian scholars".[3]

The problem of teaching controversial issues in school was raised by Haefner[4]. He approves of the teaching of controversial issues and discusses five factors to guide the teacher in this area. (1).."the subject matter treated and the method of presentation should be intelligent".[5] (2) The approach to the issue should be rational.

---

[1] Clem, Orlie M. and Ellis, W. J. "Comparative Space by Periods of Sixteen Recently Published American History Textbooks". Historical Outlook. 24: 459-461, December, 1933.

[2] Blythe, Irene T. "The Textbooks and the New Discoveries, Emphase and Viewpoints in American History". Historical Outlook. 23:395-402, December, 1932.

[3] Ibid. page 402

[4] Haefner, John H. "The Historical Approach to Controversial Issues". Social Education. 6:267-270, October, 1942.

[5] Ibid. page 268

(3) The presentation should be accurate. (4) It must be fair to both sides. (5) The presentation should be adequate. It is proper to teach a conclusion if it can withstand proper analysis.

Jeffery[1] considered the problem of the treatment of our military history in high school. The author concludes that any expression of alarm concerning the neglect of military history is unjustified. He calls for more study of what to teach, and how to teach it. Jeffery is of the opinion that a study of our military history is both proper and necessary as long as we are living in a society of soverign nations.

The treatment of the Haymarket Riot in American History textbooks was the subject of a study by Donnally[2]. The author describes the happening and then investigates the textbooks of two different periods. Of the eighteen books examined, that were written before 1910, only seven mentioned the affair. Donnally found the texts inaccurate in the presentation of facts, that they omitted the reasons for the activities of the workingmen, and he discovered indications of anti-foreign bias. The hostility to labor by the texts might be attributed to their being written for the children of the upper-middle class.

Donnally found that modern writers are somewhat unreliable. They show evidence of taking their information from the newspapers published during the events happening. None treat the affect on free speech of the Haymarket Riot. Donnally claims there is evidence that the newer books are doing a more objective and dispassionate presentation.

---

1. Jeffery, Eber. "Wars in Our History Textbooks". Social Education. 6:309-313, November, 1942.
2. Donnally, William. "The Haymarket Riot in Secondary-School Textbooks". The Harvard Educational Review. 8:205-216, March, 1938.

Gilpatrick[1] made a study of American History textbooks and found a lack of geographical concepts. He believes that the findings of geography and geographers should be incorporated in the new historical outlook.

Mark Starr[2] is of the opinion that our textbooks in history should be less biased. History should be written by recognized historians, each writing a special phase. He suggests for example that Beard might write the history of the British occupation of India and Bertrand Russell tell how the United States acquired the Panama Canal. In this manner a better balance would be achieved in the presentation of history in our textbooks.

Jesus E. Perpinan[3] reports on some investigations that have been made in various countries concerning the treatment of facts and the general tone of the textbooks. As textbooks are believed to be a powerful means of creating attitudes in children, he poses this question, "Should the textbook writer, or a teacher tell the truth and nothing but the truth, even it if hurts?"[4] The examinations of textbooks indicates that many do not believe in this. Perpinan adheres to the belief that it is the responsibility and the privilege of the educator and the social scientist to bring truth into our textbooks.

---

1. Gilpatrick, Meredith P. "Geographical Concepts in American History". The Social Studies. 30:28-32, January, 1939.
2. Starr, Mark. "Purging the Textbooks". The New Republic. 113:892-893, December 31, 1945.
3. Perpinan, Jesus E. "School Textbooks and International Relations". Social Education. 2:404-408, September, 1938.
4. Ibid. page 406

A study on the emphasis of nationalism in textbooks was made by Canfield[1], who concludes that many textbooks show the spirit of nationalism. There are pressure groups believing that to teach nationalism is to teach patriotism. Attempts to present history in a truer light results in pressure groups becoming hysterical.

In a study of the treatment of the World War in eleven representative books, Cornforth[2] found variety in the manner of treating the subject. The difference is so profound that the author of the study inquires as to what should be taught. Cornforth calls for more research to discover what our textbooks are teaching American children.

Board[3] made a study comparing the textbooks of certain Latin-American countries with those of the United States, to determine the extent to which textbooks might influence attitudes toward other countries. He finds a lack of material and little knowledge on the part of various authors of countries other than their own.

Powell[4] studied the treatment of the American Revolution in both English and American textbooks. She finds that the texts vary in the treatment of this subject. The author concludes that English books present a fairer portrayal of the event than do the American books. According to her study, American books tend to foster hero worship of one's forbears more than English books.

---

[1] Canfield, Kenneth Beard. "Emphasis on Nationalism in the Writing of American History Texts". Unpublished thesis, Boston University School of Education, 1931.

[2] Cornforth, Marie Carolyn. "Analysis of the Treatment of World War in Eleven Junior High History Textbooks". Unpublished thesis, Boston University School of Education, 1932.

[3] Board. Joseph Green. "Comparison of Current Latin American and United States History Texts". Unpublished thesis, Peabody, 1938.

[4] Powell, Louis Shelly. "A Comparative Study of the Treatment of the American Revolution in 1776 in some Secondary School History Textbooks Used Currently in England and in the United States". Unpublished thesis, Louisville, 1937.

A study by Peach[1] considered the treatment of foreign elements in our country in American History textbooks. He selected twenty names to investigate but only eleven appeared in the texts. He is of the opinion that the nationality, the contributions, the character and accomplishments should be mentioned. He offers several reasons why these people are omitted from school textbooks. Peach reasons that super-patriots, nationalism, personal factors, organizations and societies such as the American Legion, Steuben Society, the Daughters of the American Revolution, and Masons combine to omit reference to foreigners.

International relationships in American History textbooks were the subject of a study by Wood[2]. "There is some mention of possible repercussions in other nations from our national legislation".[3] "There is need of a realistic treatment to indicate the distance that must be traveled before any degree of international security is attained".[4] "The mention of international organizations to which the United States belongs is rather meager".[5] Wood finds there is a more complete discussion of intervention and arbitration, but almost a complete lack of the use of global maps. Wood advocates the use of a periodical form to devote more space to new unit materials.

---

[1] Peach, Melvin Davis. "Some Immigrants or Decendants of Immigrants Neglected in American High School History Textbooks". Unpublished thesis, Boston University School of Education, 1934.

[2] Wood, Thomas Armitage. "International Relationships and American History Textbooks". Unpublished thesis, Boston University School of Education, 1934.

[3] Ibid. page 44

[4] Ibid. page 45

[5] Ibid. page 46

Bessie Louise Pierce[1] made the most comprehensive study yet undertaken of civic attitudes in American textbooks. Over four hundred books were investigated to determine what attitudes and impressions school children would receive from them. She used books in history, civics, economics, geography, literature, music, and foreign languages. She illustrates how students' minds could be and are molded by the treatment of groups, ideas, and events in their textbooks. In history she studied texts to see how countries, national stocks and racial elements, as well as foreign policy and national concepts were handled.

The "super-patriots" ought to feel safe after reading her findings. "Americans are taught to respect and venerate their forbears and the institutions which they designed and developed"[2] and again "Most books are pro-American".[3] Patriotism and nationalism are expounded. American characteristics, activities and ideas are not frequently criticized.

Pierce[4] had earlier made a study of public opinion and its relationship to the teaching of history. She relates of the attempts to regulate the teaching of history by controlling the textbooks and shows how the teaching of history is conditioned by outside influences. The contents of her book will do much to illustrate the problems the writer of history textbooks must face if he wishes his book used in the public schools. Few authors would relish having their books banned from school use. Both the teacher and the textbook author must take care to avoid ruining their reputation by charges of disloyalty.

---

1. Pierce, Bessie Louise. Civic Attitudes in American School Textbooks. Chicago: University of Chicago Press, 1930.
2. Ibid. page 254.
3. Ibid. page 256
4. Pierce, Bessie Louise. Public Opinion and the Teaching of History. New York: A. A. Knopf, 1926.

CHAPTER III

PROCEDURE

In preparing this paper a list of topics in American History was compiled by consulting both general and specific college textbooks, notes from lectures, discussions with colleagues and adviser, and from the writer's own background. In conference with the adviser and in discussions with colleagues many topics were eliminated until one hundred and two remained.

The list of topics was presented to three college professors of American History, who were asked to react in one of four ways. The instructions read:

> "If you approve of the way the issue was handled, place a check in the column labeled 'approved'."
>
> "If you disapprove of the way the issue was handled, place a check in the column labeled 'disapproved'."
>
> "If you feel that the issue was of such a nature that intelligent judgments might differ and therefore high school textbooks should include differences of opinion, place a check in the column labeled 'controversial'."
>
> "If you feel that the issue was of such a nature that it might well be omitted, place a check in the column labeled 'trivial'."[1]

As might be expected, the reactions to this list of topics revealed that college professors of American History differ in their interpretations. There was total agreement in only thirty-six out of one hundred and two items. Eleven were viewed with approval, two with disapproval and twenty-three as controversial. Of the remaining sixty-six topics, the three historians gave split decisions ranging from a two to one verdict, to a complete split of one-one-one.

---

[1] See Appendix A.

Only items upon which all three historians agreed are treated in this paper[1]. Thirty-five topics are each discussed in a brief essay which includes the reaction of the three historians, a brief discussion of the treatment in the textbooks and a concluding observation by this writer.

The textbooks selected from a representative offering of some of the leading publishers are as follows:

Barker, Eugene C. and Commager, Henry Steele. Our Nation. New York: Row, Peterson and Company, 1941.

Beard, Charles A., and Beard, Mary R. The Making of American Civilization. New York: Macmillan Company, 1940.

Canfield, Leon H., Wilder, Howard B., Paxson, Frederic L., Coulter, Ellis Merton and Mead, Nelson P. The United States in the Making. Boston: Houghton Mifflin Company, 1942.

Faulkner, Harold Underwood and Kepner, Tyler. America Its History and People. New York: Harper and Brothers, 1947.

Hamm, William A. The American People.Boston: D.C. Heath and Company, 1939.

Harlow, Ralph Volney. Story of America. New York: Henry Holt and Company,1947.

Muzzey,David Saville. A History of Our Country. Boston: Ginn and Company, 1946.

West, Ruth and West, Willis Mason. The Story of our Country. New York: Allyn and Bacon, 1942.

Wirth, Fremont P. The Development of America. Boston: American Book Company, 1942.

Yarbrough, William Henry, Bruner, Clarence Vernon and Hancox, Herbert French. A History of the United States for High School. Chicago: Laidlaw Brothers, 1943.

---

[1] One such item, "Government Inaction in the Homestead Strike of 1892", was omitted because of the varied interpretations possible.

To facilitate the analysis of the textbooks, individual charts were constructed for each item studied. The divisions of each chart were labeled "Text", "Line Count", "Approve", "Disapprove", and "Total Weight". Under the column labeled "Text" went the author or authors of the book. The "Line Count" refers to the number of lines that were devoted to the item. In the column titled "Approve" went all phrases, parts of sentences, adjectives and other indicators of approbation used by the textbooks. Similarly, terms of condemnation were inserted under the column labeled "Disapprove". The column labeled "Total Weight" contains this writer's subjective evaluation of the total treatment of the issue. The decision of this writer was made after weighing the points in the column labeled "Approve" and "Disapprove" and the general treatment of the topic in the textbook.

If the reading of an item in one text indicated favor toward the decision or action of the government, this writer concluded that the text approved. If the reading resulted in an attitude of condemnation, then the writer decided that this text disapproved of the action or decision of the government. An account of an item featuring many varied viewpoints, both for and against the decision or action of the government, resulted in this writer's declaring the treatment controversial. The topic discussed with no hint of approval or disapproval, but with a brief statement of the fact, was said to be treated as factual or neutral. There is little question that this type of evaluation is hazardous, but the writer believes that to some extent, at least, it is an indication of the learning of the texts examined.

In summarizing the results of this study, the items examined were divided into groups according to the manner in which they were treated. The following titles are descriptions of the items in that group. They are as follows:

1. Items in which the three historians viewed as controversial and were thoroughly discussed as such.

2. Items considered to be controversial, but omitted by the textbooks.

3. Items considered to be controversial but in need of a more thorough treatment.

4. Items considered with approval by the historians and given a thoroughly approving treatment by the textbooks.

5. Items considered with approval but in need of a more thorough treatment.

6. Items considered with disapproval by the historians and thoroughly treated by the textbooks accordingly.

7. Items treated with apparent approval but with brevity.

CHAPTER IV

CERTAIN ISSUES IN AMERICAN HISTORY AND THEIR TREATMENT IN TEN HIGH SCHOOL TEXTBOOKS

American Treatment of the Tories

The three historians were in agreement that the American treatment of the Tories was a controversial issue. This would seem to signify that textbooks ought to present both sides, including both points of justification and condemnation. The ten American History books examined differ widely in the treatment of the Tories. Five of the texts avoided the issue altogether, making no attempt to either justify or condemn the policy toward the Tories. On the other hand it was justified in two of the textbooks. Two books condemn the American treatment of the Tories. The student reading these texts receives a different picture of the situation. Here to the student is revealed the high caliber of many of the citizens who were mistreated. Adjectives such as " conservative ", " educated ", "loyal ", and " stable " are used. Their treatment is described as " harsh ", " even death ", " jailed ", " tarred and feathered ". One textbook treats the issue in a neutral manner, presents both sides and leaves no indication of approval or disapproval. This writer is of the opinion that a student would sense physical conflict, and yet not note the controversial nature of the issue.

The Sedition Act of 1798

The three historians were in concordance believing this issue to be of a controversial nature. Considerable space was given to the treatment of the Sedition Act in all textbooks examined. One book gave a factual account of the act with only the adjective "unpopular" used to give even the slightest hint of disapproval, or of controversy. The total weight of the nine other texts gives definite indications of disapproval. They vary only in the intensity of their opposition to the Sedition Act. These books do give reasons why the Sedition Act was passed but they are not presented strongly enough to show justification for the law. The evidence against the law is related in such a manner as to turn students against the legislation. Examples of foolish convictions under the law tend to make students believe that it was unjust, improper and un-American. Six of them stress the violation of freedom of speech.

Probably the remoteness in time of the Sedition Act accounts for its condemnation in the textbooks. Seldom do school books denounce acts of the government. However, the mere fact that most texts do criticize the Sedition Act demonstrates that it is possible to give objective and even hostile consideration of events in American History.

Monroe Doctrine of 1823

The three historians and the authors of the ten high school American History textbooks concurred in approving the Monroe Doctrine. The subject was carefully described in all texts. The space devoted to the Monroe Doctrine could be computed in a page count as compared to some topic's line count. Four texts informed the student that the government's policy was opposed by some in this country, while two acknowledged the fact that its role was in later years resented by Latin American countries. One author allowed the student to make up his own judgment when he said, "......rightly or wrongly, the Monroe Doctrine became the chief basis of our foreign policy".[1] The authors used such descriptions as "in minds and hearts of the people", "to be used to help the United States", and "in time with the national sentiment". It is mentioned as "a bold statement", "a famous statement", "independent action", and "a sign of prestige". The authors tend to be proud of the Monroe Doctrine and take pride in the role which our country played in the western hemisphere.

---

[1] Wirth, Fremont P. *The Development of America.* Boston: American Book Company, 1942. page 580.

Removal of the Five Civilized Tribes

The removal of the Five Civilized Tribes was regarded by the three historians as of controversial nature. The texts differ in their treatment. Some approved the removal; some disapproved; while others omit the issue entirely. Even those which approved removal express sympathy for the Indians. Only two books mention the violation of the treaties with the Five Civilized Tribes in connection with this issue. One text gave a factual treatment of the event, but the use of the adjective "greedy" tends to create sympathy for the Indian. Two textbooks relate how Georgia violated decisions of the Supreme Court, while one admits that the law favored the cause of the Indian. It is the opinion of this writer that the treatment of the Five Civilized Tribes deserves a more thorough presentation than the majority of the history books give.

Fremont in California 1845

The three historians agreed that Fremont's presence in California in 1845 was a controversial matter. Although none of the three historians marked the topic as trivial, two texts omitted any mention of the incident. Six books just stated the fact that Fremont aided the United States. One text related that Fremont had no right to be on Mexican territory but countered with the fact that legal formalities carried little weight on the frontier. Another book described Fremont as a loyal American, but admitted that he was without orders. In this writer's judgment the only idea of controversy was related in these two textbooks, and it is doubtful whether any student would regard the incident in any manner other than as another fact in our history.

Fugitive Slave Act of 1850

The three historians regard the Fugitive Slave Act of 1850 with disapproval. The prevailing description in the high school texts conformed with this interpretation. The treatment varies from a factual statement to forth right condemnation. The passing of the Fugitive Slave Act of 1850 was given factually as part of the Compromise of 1850 in one textbook, while another used the adjective "drastic" in its factual mention of the subject. The issue was discussed with disapprobation in eight books, causing its readers to criticize adversely the action of the government in passing this legislation. One text related that a majority of the people were happy about the affair for a crisis had been passed, though admitting the temporary nature of the adjustment possible. The text came near to treating this subject controversially, but it was so weighted as to result in an impression of disapproval. The treatment of the Fugitive Slave Act of 1850 in the history books examined, closely coincided with the opinion of the three historians.

The Gadsden Purchase 1853

The Gadsden Purchase was approved by the three historians. The matter was included in all ten textbooks, the treatment varying from a factual statement to outright approval. Half of the books mentioned the purchase as a simple fact, while two, though they manifested definite approval, gave reasons both of justification and of opposition. The general impression from the high school American History textbooks is one of approval, for even the factual handling of the purchase tends to lead the student to view with approbation the legitimate purchase of territory after due negotiations.

Freeing of Slaves Without Payment

The three historians were in accord that the freeing of the slaves without compensation to their owners was a controversial matter. While the textbooks differ somewhat in their treatment of this issue, the tendency is to mention without approval or disapproval the fact that there were early plans for compensating slaveholders. Three of the books tell of contemporary opposition to compensation. In two of the texts, including one of the three just mentioned, it appears that the authors believe that the owners should have been paid. In this instance it seems that while some of the textbooks treat the subject as the three historians indicate, most of them "go along with the crowd" in approving the action that was taken.

Impeachment of Johnson 1868

The impeachment of Johnson was regarded by the three historians with disapproval. A slight majority of the high school American history textbooks disapproved of the proceedings. While one of them omitted the subject, three skipped discussion of the justification of impeachment but related extensively an indictment against the proposed coup. Six books agreed with the three historians in painting a deplorable picture of the situation. The student receives a feeling of repugnance toward the proceedings. The texts used such terms of description as "no open-minded justice", "country spared humiliation", "trial degenerates", "a farce", "a frame-up", "a pretext", "for purely political reasons", "justice before partisan hatred", and "save the nation from disgrace". These histories do an excellent task of presenting the impeachment of Johnson as one of the blots on the American Congress. While several of the textbooks examined did not adequately treat the subject, one actually omitting altogether, the majority portrayed it in accordance with the opinion of the three historians.

Dingley Tariff of 1897

The three historians concurred in finding the Dingley Tariff a controversial matter. The general treatment in the ten textbooks varied. The tariff was omitted in one book, while another told merely it was passed. Four texts described the subject in a factual manner but gave it a connotation of approbation. One treated the tariff in a neutral manner, for though it said it followed protective principles with high rates on enumerated products, it admitted that it was passed by the influence of corporations and trusts. This text said this was the first debate of the session but another claimed that the Democrats were muzzled and had no chance for debate. Three books in discussing the tariff used such terms as "log rolling", "special interest lobbying", "damage to farmers", and "muzzled Democrats". Disapproval, if not directly stated, is implied by the descriptions in these texts.

In the opinion of this writer, most of the authors of school textbooks avoid indicating the controversial nature of the Dingley Tariff. They do not stress the selfish interest behind such legislation. The majority do not inform the student of the power of the special interest groups to force through legislation to their own benefit and at the expense of the people. This writer believes that the authors of most of the texts missed an opportunity to insist on more interest and participation in the government on the part of the people to prevent selfish legislation.

Declaration of War with Spain 1898

The declaration of war with Spain was a controversial matter in the opinion of the three historians. The textbooks examined are in accord with the historians. Nine texts acknowledged that the United States had opportunity to avoid war with Spain, either by the offers of European mediation or due to Spanish concessions. The same texts devoted much space to the subject, giving reasons for declaring war and also evidence ~~as to~~ that there were opportunities for peaceful settlement. One account mentioned only the reasons why war came about, seeming to indicate approval of the decision of the government. With this one exception, the textbooks examined do a splendid job on this subject. In the writer's opinion, this matter received one of the best treatments of any issue discussed in the history books.

Arbitration of the Alaskan Boundary

Conflict with Canada

The arbitration of the Alaskan boundary with Canada was regarded by the three historians as controversial. Six texts surveyed did not discuss the issue. Two books handled it as only a fact in history, while one treated it in a manner indicating approval. In one textbook, the issue was handled with the idea of controversy, but leaving an indication of approval toward the action of our government in using arbitration in the settling of disputes. This writer believes that the majority of the textbooks neglected an opportunity to impress on students the importance of arbitration in settling of international disputes.

Boxer Rebellion 1900

The line of action of the United States toward the Boxer Rebellion was approved by the three historians. Each textbook examined approved of the government's strategy. Approximately the same amount of space was devoted to the Boxer Rebellion by all texts examined. Nine textbooks explained conditions out of which the rebellion grew. In the opinion of the writer this event was fairly treated in most of the texts surveyed. The general impression resulting from the discussion of this affair is one of increased respect for the sagacity of our country's administrators.

Decision in the Insular Cases 1901

The three historians were in agreement in regard to the controversial nature of the Insular Cases. The treatment in the textbooks varied. Four texts made no mention of this topic, while four others discussed it with no indication of approval or disapproval. Two histories indicated approval in their treatment of the item. In the opinion of the writer, this topic was treated inadequately. The Insular Cases disturbed many thinking Americans. The fact that the Supreme Court split five to four indicates the controversial nature of the subject. This item has important implications in any discussion of democratic ideals, and therefore should be treated more adequately in the high school textbooks.

Philippine Insurrection 1902

The action of the government of the United States toward the Philippine Insurrection was considered controversial by the three historians. The textbook treatment differed from a simple presentation that there was an insurrection, to one showing causes from both view-points, though in favor of the action of the government. Half of the books described the affair with a few factual statements. The other half discussed the issue as one of a controversial nature, but three of these seem to indicate approval of the government's policy. The majority of the textbooks ignored the fact that we were suppressing an alien people fighting a war for independence, similar to our own American Revolution, in spite of the fact that government without the consent of the people governed, is not part of the American ideals and also that the Philippines were not ready for their independence yet.

Government Interference with the
Coal Strike of 1902

The conduct of the government toward the Coal Strike of 1902 was viewed with approval by the three historians. The general tendency of the textbooks examined was to treat the action of the government with approval. Eight books indicated approval, even though seven of these pointed out that the action of the government was without the sanction of the law. One of the books approving the action of the government indicatedthat it was of a controversial nature. One text stated that labor made gains in this strike but omitted the part played by the government. One omitted mention of even the strike, to say nothing of the government's role. A noticeable difference in texts is revealed in the space devoted to the subject, ranging from omission to seventy-seven lines. The majority of the American History textbooks examined adequately treated the subject.

La Follette Seaman's Act 1915

The three historians concurred in approving the La Follette Seaman's Act of 1915. The treatment of this matter differed in the histories. Four books omitted the subject, three gave it scant approval, and one definite approval. Two other texts shows animosity to the La Follette Seaman's Act by claiming that our marine industry could not compete with foreign shipping due to the handicap placed on it by this legislation. This writer is of the opinion that textbook authors neglected to point out the democratic fundamentals implied in this action of the government.

Intervention in the Dominican Republic 1916

The intervention in the Dominican Republic in 1916 was viewed by the three historians as a controversial matter. Each text examined, mentioned our intervention in the Dominican Republic, but the treatment varied. Only three of the books analyzed mentioned the fact that the Senate refused to ratify the action. Three texts related the event in a brief presentation of the facts, while three others indicated approval. Four discussed the event as a controversial issue but one of these indicated approval of the government's action. In this writer's opinion, this is another topic where, unless the teacher is able to supplement the textbooks with his own knowledge, the student will be left with an inadequate impression.

Tom Mooney - W. Billing Case

In the opinion of the three historians the Tom Mooney - W. Billing Case was an issue of a controversial nature. Despite this fact, and that none of these took advantage of the opportunity to check the case as trivial and therefore to be omitted from textbooks, all ten texts omitted any mention of this matter. An issue of this type would tend to illustrate the temper of the country before its entry into World War I. When such an issue can be discussed without the emotional aspect becoming dominant, it is the opinion of this writer that the issue will be included in high school texts.

American Action with Regard to the Sussex Sinking

The three historians were in accordance in approving of the American action taken in regard to the sinking of the Sussex. The textbooks gave this action of the government a varied treatment. There is no mention of the affair in four books examined. Three texts state the event without indicating approval or disapproval, while three others definitely approved. The result of this diplomatic victory, which kept relations peaceful between Germany and the United States and delayed the declaration of war, was not given proper attention in the textbooks examined.

Espionage Act of 1917

In the opinion of the three historians, the Espionage Act of 1917 was controversial. The treatment of the act was diverse. This legislation was omitted by four textbooks. A brief factual presentation was found in four books. One viewed the issue with disapproval, and only one found it controversial. It is revealing to note the difference in treatment between this act and the Sedition Act of 1798. The proximity to present days makes this issue one that writers of textbooks prefer to ignore rather than invite criticism. This writer is of the opinion that the suppression in 1917 of free speech is just as important as its suppression in 1798. If it was considered proper to criticize the action taken by the government in 1798 why should recent similar action by bypassed?

Sedition Act of 1918

The Sedition Act of 1918 was regarded by the three historians as controversial. The treatment of this legislation was not as strongly presented as the similar laws of 1798. Four textbooks actually omitted the act! Three texts mention the law factually but one of them seems to indicate mild approval by the use of such adjectives as "mild", "emergency", and "temporary". One textbook emphasized disapproval by the use of such word groups as "harshly enforced", and "generous powers of censorship". Two books show the controversial nature of the act by the inclusion of criticisms, noting that loyal citizens were not affected, and that the existence of war changes things.

The treatment of the Sedition Act in American History textbooks for high school does not measure up to the high standards indicated in the presentation of the Act of 1798. Only three texts mentioned the suppression of free speech in discussing this newer Sedition Act. Does time make the issue clearer to the textbook writers or is there some other factor involved? This presentation illustrates the need for the teacher of American History to be able to supplement the textbooks with either his own knowledge or be able to refer the student to references that will bring out the important differences.

Cruiser Bill of 1929

The three historians considered this bill controversial. With one exception, the textbooks surveyed omitted this issue. The text that mentioned the issue pointed out that it was passed three weeks after the Senate ratified the Briand-Kellogg peace pact. This text did not attempt to show any contradiction in policy. No mention was made of any opposition to the building of cruisers so soon after the ratifying of a peace pact. The high school student receives a fact which will leave him approving the action of the government at that time. This writer believes that a student should be acquainted with the lack of harmony in policy of our government in making a pact of peace and at the same time building a fighting force.

Activities of the Works
Progress Administration 1935

The activities of the Works Progress Administration were considered to be controversial in the opinion of the three historians. Most of the books examined leaned toward the factual presentation. Two textbooks definitely approved of the activities of the agency. Six books discussed the matter in a number of factual statements. In only two textbooks were the activities of the Works Progress Administration presented indicating a controversial issue. In the opinion of this writer, the textbooks should show the reader the opposition created by this type of aid to the unemployed. While this was not an uncriticized venture the students reading textbooks get the idea that the government operated smoothly during the emergency.

Act Authorizing Philippine Independence 1933

The three historians are in accord that the act authorizing Philippine independence is of a controversial nature. The textbooks treated the legislation with a simple presentation of the facts. Seven texts presented this issue without indicating that it was highly controverted, while one actually omitted mention of the legislation. In two textbooks an indication of approval was evident in the simple treatment of the facts. Only three books gave the reader a sense of pressure group action. The majority of the texts did not show the influence of selfish interests in securing the passage of legislation for their own benefit. This writer believes that high school students should be encouraged to critically consider governmental decisions. The study of this act should present the conflict between pressure groups who were striving for their own selfish interests, and sincere Americans who were greatly concerned with the Japanese threat to American security. Between these groups stood a large mass of idealistic Americans who felt that the island should be free on general principles.

Refusal to Participate in World
Economic Conference in London 1933

The three historians concurred in viewing the topic as one of a controversial nature. The majority of the textbooks examined omitted any mention of the matter. Eight books made no mention of this conference. The two textbooks that discussed the conference handled it in a presentation of brief facts, neither justifying nor condemning the action of the government in not participating in this meeting. The subject furnishes an opportunity for writers of textbooks to illustrate that not all failures of international cooperation were due to the indifference of European countries, and also pointing out reasons for the policy of United States isolation.

National Industrial Recovery Act of 1933

The three historians agreed that the National Industrial Recovery Act of 1933 was a controversial topic. Considerable differences were evident in the treatment of it in the textbooks examined. Four texts related the issue in a controversial manner, presenting points both for and against the legislation. In indicating approval, the textbooks mentioned the enthusiasm aroused, the restoration of hope, the support of the public, and the contribution to recovery, while in opposition to it they noted that it favored big business, hindered recovery, aggravated labor, and was unconstitutional. Five books handled the act with just a presentation of facts. One text voiced disapproval of the legislation by devoting considerably more space to reasons in opposition than in support of it. In the opinion of this writer, the general tendency of the textbooks is to avoid the controversial nature of this New Deal legislation.

Devaluation of the Dollar 1934

The devaluation of the dollar was considered a controversial matter by the three historians. Half the texts discussed the issue as controversial, while the others showed considerable variation. One book omitted mention of the devaluation of the dollar. Three presented the issue factually without taking sides, though another indicated slight disapproval. In the opinion of this writer the subject needs a more balanced presentation to show students the controversy aroused by government or private manipulation of the currency.

Wagner Act - National Labor Relations Act 1935

The Wagner Act was considered to be controversial by the three historians. Each text examined discussed the legislation, but the space devoted to it ranged from seven to thirty-two lines, with varied treatment. This part of the New Deal legislation was given a factual presentation in one half of the textbooks examined. Two books treated the act in a controversial manner, but one of them seemed to indicate very slight disapproval. Definite approval was voiced in one text, while two verged toward disapproval. This writer is of the opinion that a more thorough treatment of the Wagner Act is not only desirable, but necessary, in order to understand the labor-management problems of the present. If the textbook writers must sacrifice space so as to include all the important points in our past, this writer believes that the reductions should be made on topics of least concern to the present generation.

Use of the Tennessee Valley Authority for a "Yardstick" 1939

The three historians regard the use of the Tennessee Valley Authority for a "yardstick" as a controversial issue. The project at Tennessee Valley was discussed in all textbooks but most of them omitted any mention of the issue involved. Two histories approved of the government's selling power in the Tennessee Valley, while omitting the issue involved. One textbook related in a controversial manner an account of the use of the "yardstick" in the Tennessee Valley Authority's program. Both view-points in regard to the issue were presented, with the final judgment left up to the student. The account of the Tennessee Valley Authority's program was treated from a less controversial angle in seven other books.

The writer is of the opinion that the presentation in eight of the ten textbooks examined failed to acquaint the student with the importance of the objections to the program in Tennessee Valley. In the present news and in discussions, there is a great controversy in regard to this New Deal measure. The general textbook treatment of this matter is one more bit of evidence that the teacher needs to supplement the text with varied outside references pertaining to the issue, or be able to inform the students in a lecture. A better understanding of present problems in American life can be achieved by a study of American History, if such problems are treated thoroughly.

Transfer of Destroyers to Britain 1941

The transfer of destroyers to Britain in 1941 was looked upon by the three historians with approval. Six of the eight textbooks published after the transfer took place gave definite approval, while the factual accounts in the other books seem to indicate approval. This writer is of the belief that when sufficient time has elapsed, more space will be devoted to this topic and because of the nationalistic tendency of American History textbooks a more approving account will be written.

Protectorate over Iceland and Greenland 1941

The action of the government in assuming the responsibility for the protection of Iceland and Greenland is approved by the three historians. With the exception of the two texts that were published before the event occurred, the general treatment among the books examined was one of brief statements of the fact that our government had taken over the protection of these two islands. Two textbooks made no mention of this fact, but as their treatment of this period was quite brief it may be assumed that this was not considered important enough to discuss. The use of the phrases "with permission", "with the consent", and "arranged for", in the brief statement of the fact that the United States occupied Iceland and Greenland seem to indicate approval of the action of our government by three texts. Three histories indicated approval of this policy of the United States. In the opinion of this writer, the American History high school textbooks could have made a more complete and approving account of the importance of this move of the government.

Freezing of Japanese Credits in the United States in 1941

The freezing of Japanese credits in the United States in 1941 was viewed with approval by the three historians. Only two books, of the eight published after this ruling was made, mention this precaution taken by the government, and then only in relation to other events. The writers of high school textbooks had an opportunity to show the keen foresight of the administration and of the pressure exerted by the United States in attempting to preserve peace among the nations of the world. They did not take advantage of it.

Roosevelt's "Shoot on Sight" Orders

The three historians are in accordance in approving the decision of the president as to the method of handling Axis submarines. All of the high school textbooks examined, and which discussed the orders, approved the path followed. Three books were published before the orders were issued, and so could not include this topic. Three other texts omitted any mention of the decision, while four, not only discussed the subject but voiced approval of the action taken. In the opinion of this writer, the need for brevity, which always limits the author who hastily revises a textbook to bring it up to date, caused the omission or brief treatment of this crucial decision in our history.

Lend Lease Act of 1941

The Lend Lease Act of 1941 was viewed with approval by the three historians. Three of the ten textbooks examined were published prior to the enactment of the legislation. The general treatment in the other textbooks surveyed varied. Though three of the texts mentioned opposition to the act, definite approval was evident. The act was discussed as a controversial issue in two books, while in two others a few factual statements described the legislation. The difference in treatment among the history books was in the degree of voicing approval. This writer is of the opinion that as time passes a more detailed treatment will be given and a greater feeling of approval will result.

Boston University
School of Education
Library

CHAPTER V

Conclusions

The American History books examined treated the Sedition Act of 1798 and the Declaration of War with Spain in 1898 in accordance with the reaction of the three historians. Enough space was devoted to insure an adequate treatment for these two items. The controversial nature of these topics was amply demonstrated by the giving of reasons both for and against the action of the government.

The history textbooks examined conformed with the opinion of the three historians in discussing with approval the following items:

1. Monroe Doctrine
2. Gadsden Purchase
3. Boxer Rebellion
4. Government Intervention in Coal Strike of 1902

The textbooks treat these items with complete approval. The reader views with pride these past policies and actions of the government.

The ten textbooks analyzed disapproved of the Fugitive Slave Act of 1850 as did the three historians. This item is treated in such a manner that the reader receives a feeling of sharp disapproval toward this legislation. It seems that most items in reference to slavery receive broad treatment and those that tend to perpetuate this degrading condition of involuntary servitude are soundly condemned.

The Tom Mooney- W. Billing Case was omitted from all ten high school texts examined. The three historians agreed that it was a controversial matter but did not check it trivial, though that alternative was available. When the emotional aspect of this item becomes a thing of the past, this writer believes that it will be treated in textbooks. It is difficult for the historians to treat such an item so soon after it occurred, especially one of this nature.

There were nineteen items that the three historians checked as controversial and which the majority of the textbooks clearly inadequately treated. The treatment differed from omission to a factual statement giving no indication of controversy, or of a one sided presentation of approval or disapproval. This is not to say that all ten texts gave the same presentation, but as a whole the books were more similar than different. In the discussion of one topic, for example, one text might indicate the controversial nature of it, while others omit or present a factual account. No book was clearly superior to the other.

No one text was consistent in following the interpretation set up by the three historians, nor in the opinion of this writer, should they. The three historians were used as an indication of what trend to expect. If the three historians found an item controversial, it was expected that at least the textbooks would indicate its nature, though it was permissible for them to show either approval or disapproval, depending on the author's viewpoint. This omission of controversy is most serious. The controversial nature of our past is wrapped into a secure bundle of facts to be distributed to the student to acquaint him with the absurd idea of government operating without opposition and without error in the eyes of contemporaries. This writer is in full accord with the three historians in that as long as intelligent judgments might differ, high school textbooks are neglecting their responsibility in presenting these topics without mentioning their controversial nature.

The reaction of the three historians with regard to the impeachment of Johnson was one of disapproval. The textbooks, by a slight majority, treated this item in the same manner. One text actually omitted this topic. This writer is of the opinion that a more adequate treatment is

desirable in some of the other books.

The two items, La Follette Seaman's Act and American action with regard to the Sussex sinking were treated in a manner that did not indicate strong approval. The items were omitted in some books and given but scant mention in others. Few followed the interpretation of the three historians, which was one of approval. These items are in need of a more thorough treatment in textbooks.

The following items, were frequently omitted, and even when discussed were given but brief approval. They are as follows:

1. Transfer of Destroyers to Britain
2. Protectorate over Iceland and Greenland
3. Freezing of Japanese Credits in United States
4. Roosevelt's "Shoot on Sight" Orders
5. Lend Lease Act

In the opinion of this writer, the need for brevity, which always limits the author who hastily revises a textbook to bring it up to date, caused the brief treatment or omission of these items. While at the present these items are either briefly treated with approval or omitted, it is the opinion of this writer that they will receive a more approving treatment as time goes by.

Considering the entire group of topics, it can be said that the treatment in the textbooks differed considerably. Some topics were thoroughly treated in individual textbooks, while others were omitted or brushed aside with a few brief facts. One item was not discussed in any of the textbooks examined. From the standpoint of quantity as evidenced in the line count, the texts varied on each item. On a matter such as the Sedition Act of 1798, the history books do a thorough survey of both viewpoints, though the majority indicated disapproval, while the act passed in 1918, much more severe, is hardly treated. It seems as if the event is far enough in the past, it is quite possible and proper to

criticize the government, but if the event is relatively new, it is best to "let sleeping dogs lie". The philosophy of textbook writers seems to be one of dodging issues of the past to avoid controversy today.

It is important to note that the three historians reacted to the items in the check list quite differently. Out of one hundred and two topics the three historians agreed on only thirty-six. This dissension among the three college professors of American History should discourage teachers from the fallacy of dogmatically taking one side or another when discussing issues in our past. The teacher should strive to present many viewpoints held in regard to each topic, but seldom dictate the position the student should favor.

Many teachers are of the belief that if they use more than one textbook in their study of history, they are doing a satisfactory task of presenting viewpoints with regard to the subject. This study illustrates the fallacy of the practice. The books are more alike than different. On main topics there is little difference in interpretation, although on minor ones, some texts omit and others treat it with brevity. The teacher must use specific references pertaining to each topic in discussion, in order to be certain to presenting diverging viewpoints.

As the study of American History becomes more and more detailed, there is a growing feeling of concern due to the attempt to treat only salient facts. The high school texts treat the history of the United States in one compact volume. It is easy to see that this creates a need for brevity and factual statements are the result. This, in itself, is dangerous. The danger lies in the attempt to omit the controversial nature of many items. The student receives a false impression that the growth of our nation was peaceful and uneventful. This sentiment is rudely

shattered in every day life. The development of America was not one smooth operation but a series of "ups and downs." It is the duty of the textbooks to show this: if not possible, then it is the responsibility of the teacher of American History to present this part of the story.

It is the belief of this writer that textbooks in American History are not bold enough in condemning actions of the American government that are infringements on the basic rights of the citizens to free speech, press and assembly, with the one exception of the ancient Sedition Act of 1798. Textbooks should point out any legislation that could eventually throttle the basic freedoms of Americans. In the discussion of such issues as the following such points should be given high consideration:

1. Decision in the Insular Cases 1901
2. Espionage Act of 1917
3. Sedition Act of 1918
4. Philippine Insurrection of 1902

The La Follette Seaman's Act of 1915 and the Wagner Act of 1935 could be used to illustrate basic freedoms of American workingmen. Our American heritage must be secured by educated citizens in a knowledge of our own greatness and weakness.

Many people in the field of education are sorely troubled by the problem of treating controversial issues. The writer or teachers who criticizes actions or decisions of the government, is accused by some of debunking our history. If the same writer or teacher only praises actions or decisions of the government, he is giving a one sided presentation and is equally open to criticism. Writers and teachers should face this problem courageously. This necessity is clearly stated in the following quotation from the American Historical Association.

"Genuine patriotism, no less than honest and sound scholarship requires that textbook authors and teachers should endeavor to present a truthful picture of the past. Those who oppose this view would seem to believe that the history of the United States contains things so disgraceful that it is unsafe for the young to hear of them. This, we emphatically deny. If the men who built the nation had their share of human frailties, the story as a whole is one of continuing inspiration to the people of this and other lands.

To omit controversial questions from the historical account, as is sometimes urged, would be to garble and distort the record. The history of the American people has been hammered out on the anvil of experience. It is a story of achievement, often against heavy odds. Some of the most glorious passages have consisted of the struggle to overcome social and economic injustices. Failures as well as successes carry lessons of which posterity can ill afford to be ignorant. In discussing controversial issues the textbook writer has an obligation to give both sides. By so doing he not only upholds the ideal of presenting a truthful picture but also of encouraging in young people the spirit of inquiry, open-mindedness, and fair play which lies as the root of our democratic institutions."[1]

---

[1] Statement of the Executive Committee of the American Historical Association released for publication in the press, May 1941, and published in The American Historical Review, July 1941, Page 1003.

BIBLIOGRAPHY

Books

Barker, Eugene C. and Commager, Henry Steele. Our Nation. New York: Row, Peterson and Company, 1941.

Beard, Charles A. and Beard, Mary R. The Making of American Civilization. New York: Macmillan, 1940.

Bemis, Samuel Flagg. A Diplomatic History of the United States. New York: Henry Holt and Company, 1942.

Canfield, Leon H., Wilder, Howard B., Paxson, Frederic L., Coulter, Ellis Merton and Mead, Nelson P. The United States in the Making. Boston: Houghton Mifflin Company, 1942.

Committee on American School and Colleges. American History in Schools and Colleges. New York: Macmillan, 1944.

Dulles, Foster Rhea. Twentieth Century America. Boston: Houghton Mifflin Company, 1945.

Ellis, Elmer (Editor). Education Against Propaganda. Seventh Yearbook of National Council for the Social Studies. Washington, D. C. National Council for the Social Studies, 1937.

Faulkner, Harold Underwood and Kepner, Tyler. America Its History and People. New York: Harper and Brothers, 1947.

Hamm, William A. The American People. Boston: D.C. Heath and Company, 1939.

Harlow, Ralph Volney. Story of America. New York: Henry Holt and Company, 1947.

Hicks, John D. The Federal Union, Boston: Houghton Mifflin Company, 1937.

Morison, Samuel Eliot and Commager, Henry Steele. The Growth of the American Republic. New York: Oxford University Press, 1940. Volume I and II.

Muzzey, David Saville. A History of Our Country. Boston: Ginn and Company, 1946.

Pierce, Bessie Louise. Civic Attitudes in American School Textbooks. Chicago: University of Chicago Press, 1930.

Pierce, Bessie Louise. Public Opinion and the Teaching of History. New York@ A. A. Knopf, 1926.

Savelle, Max. The Foundations of American Civilization. New York: Henry Holt and Company, 1942.

Thursfield, Richard E. (Editor). The Study and Teaching of American History. Seventeenth Yearbook of the National Council for the Social Studies. Washington, D. C.; National Council for the Social Studies, 1946.

West, Ruth and West, Willis Mason. *The Story of Our Country*. Boston: Allyn and Bacon, 1942.

Wirth, Fremont P. *The Development of America.* Boston: American Book Company, 1942.

Yarbrough, William Henry, Bruner, Clarence Vernon and Hancox, Herbert French. *A History of the United States for High School*. Laidlaw Brothers, 1943.

Manuscripts

Board, Joseph Green. "Comparison of Current Latin American and United States History Texts." Unpublished thesis, Peabody, 1938.

Canfield, Kenneth Beard. "Emphasis on Nationalism in the Writing of American History Texts." Unpublished thesis, Boston University School of Education, 1931.

Cornforth, Marie Carolyn. "Analysis of the Treatment of the World War in Eleven Junior High History Textbooks." Unpublished thesis, Boston University School of Education, 1932.

Peach, Melvin Davis. "Some Immigrants or Descendants of Immigrants Neglected in American High School History Textbooks." Unpublished thesis, Boston University School of Education, 1934.

Powell, Louis Shelly. "A Comparative Study of the Treatment of the American Revolution in 1776 in some Secondary School History Textbooks Used Currently in England and in the United States." Unpublished thesis, Louisville, 1937.

Wood, Thomas Armitage. "International Relationships and American History Textbooks." Unpublished thesis, Boston University School of Education, 1946.

Periodicals

Blythe, Irene T. "The Textbooks and the New Discoveries, Emphases and Viewpoints in American History." *Historical Outlook.* 23:395-402, December, 1932.

Carter, Thyra. "Racial Elements in American History Textbooks." *Historical Outlook*. 22:147-151, April, 1931.

Clem, Orlie M. and Ellis, W. J. "Comparative Space by Periods of Sixteen Recently Published American History Textbooks." *Historical Outlook*. 24:459-461, December, 1933.

Donnally, William. "Haymarket Riot in Secondary School Textbooks." *The Harvard Educational Review*. 8:205-216, March, 1938.

Edgerton, Ronald B. "Do Pupils Want Teaching of Controversial Issues?" The Clearing House. 18:332-335, February, 1944.

Faulkner, Harold Underwood. "Perverted American History." Harper's Magazine. 152:337-346, February , 1926.

Gilpatrick, Meredith P. "Geographical Concepts in American History." The Social Studies. 30:28-32, January, 1939.

Haefner, John H. "The Historical Approach to Controversial Issues." Social Education. 6:267-270, October, 1942.

Jeffery, Eber. "Wars in Our History Textbooks." Social Education . 6:309-313, November, 1942.

Malone, Thomas. "History Texts and American-Canadian Amity." Historical Outlook. 18:373-377, December, 1927.

Perpinan, Jesus E. "School Textbooks and International Relations." Social Education. 2:404-408, September, 1938.

Schacher, Nathan. "Do School Books Tell the Truth?" American Mercury. 45:414-420, December, 1938.

Starr, Mark. "Purging the Textbooks." The New Republic. 113:892-893, December 31, 1945.

APPENDIX A

As part of the requirements for the degree of Master of Education I am making a survey of issues in American History. I am asking three college professors of American History to check my list.

If you approve of the way the issue was handled place a check in the column labeled "approved."

If you disapprove of the way the issue was handled place a check in the column labeled "disapproved."

If you feel that the issue was of such a nature that intelligent judgments might differ and therefore high school textbooks should include differences of opinion, place a check in the column labeled "controversial."

If you feel that the issue was of such a nature that it might be well omitted place a check in the column labeled "trivial."

1. American treatment of the Tories	0	0	3	0
2. The funding of the Continental debt	1	0	2	0
3. Resumption of specie payments 1790	2	0	1	0
4. Whiskey Rebellion in Pennsylvania 1794	1	0	2	0
5. The Sedition Act of 1798	0	0	3	0
6. War with Tripoli 1805-15	1	0	2	0
7. Declaration of War of 1812	1	0	2	0
8. New England support of the British 1812	1	0	2	0
9. United States burning of York, Canada	0	1	1	1
10. Hartford Convention 1814	0	2	1	0
11. Acquiring Florida 1819	2	0	1	0
12. The Missouri Compromise 1820	1	0	2	0
13. Monroe Doctrine 1823	3	0	0	0
14. United States Neutrality toward the Texas Revolution 1836	2	0	1	0
15. Removal of the Five Civilized Tribes 1838	0	0	3	0
16. Treatment of the Mormons 1840's	1	1	1	0
17. Fremont in California 1845	0	0	3	0
18. The attack on Monerey, California while part of Mexico 1846	0	1	2	0
19. Declaration of War with Mexico 1846	1	0	2	0
20. The Fugitive Slave Act 1850	0	3	0	0
21. Gadsden Purchase 1853	3	0	0	0
22. Commodore Perry's dealings with Japan 1853-4	2	0	1	0
23. United States action in the Trent Affair 1861	1	1	1	0
24. Suspension of the writ of habeas corpus during the Civil War	0	1	2	0
25. Suspension of Freedom of speech and press during the Civil War	0	1	2	0

26. United States treatment of Confederate prisoners	0	1	2	0
27. Giving of land to the railroads 1860's	0	1	2	0
28. Giving railroads the right of "eminent domain"	1	0	2	0
29. Treatment of the Sioux Indians in the 1860's	0	1	2	0
30. The Emancipation Proclamation 1863	0	1	2	0
31. Homestead Act of 1862	1	0	2	0
32. Freeing of slaves without payment 1863	0	0	3	0
33. Treatment of the Cheyenne Indians in 1864	0	1	2	0
34. Inaction of the United States toward the K.K.K.	1	0	2	0
35. Impeachment of Johnson 1868	0	3	0	0
36. Government inaction in the Homestead Strike of 1892	0	0	3	0
37. The Railroad Strike of 1877	0	1	2	0
38. Treatment of the Nex Perce Indians 1877	0	1	1	1
39. Chinese exclusion laws of 1882	1	0	2	0
40. Trial of the "anarchists" after the Haymarket Riot of 1886	0	1	2	0
41. Dawes Act of 1887	[illegible]	1	0	0
42. Enforcement of the Sherman Anti-Trust Act of 1890	0	2	1	0
43. The Chilean Controversy 1891	0	2	1	0
44. Overthrow of the Hawaiian government 1893	0	2	1	0
45. The Pullman Strike of 1894	0	1	2	0
46. Dingley Tariff Bill 1897	0	0	3	0
47. Declaration of War with Spain 1898	0	0	3	0
48. Behavior of American troops in the Philippines 1899	0	2	1	0
49. "Open door policy" in China 1899	2	0	1	0
50. Arbitration of the Alaskan boundary conflict with Canada	0	0	3	0
51. Boxer Rebellion 1900	3	0	0	0
52. Platt Amendment 1901	2	0	1	0
53. Decision in Insular Cases 1901	0	0	3	0
54. Philippine Insurrection 1902	0	0	3	0

55. Government intervention in the Coal Strike of 1902	3	0	0	0
56. Venezuelan intervention 1902	1	0	2	0
57. Revolt in Panama 1905	0	2	1	0
58. Payne-Aldrich Act 1909	0	1	2	0
59. Attitude toward the Huerta government of Mexico 1911	2	0	1	0
60. Intervention in Nicaragua 1912-25	0	1	2	0
61. Neutrality policy of United States before World War I	1	0	2	0
62. Intervention in Haiti 1915-30	1	0	2	0
63. American action with regard to the Lusitania 1915	1	0	2	0
64. Mexican Expedition of 1915	2	0	1	0
65. The La Follette Seaman's Act of 1915	3	0	0	0
66. Intervention in the Dominican Republic in 1916	0	0	3	0
67. Tom Mooney - Warren K. Billings Case	0	0	3	0
68. American action with regard to the Sussex sinking 1916	3	0	0	0
69. Espionage Act of 1917	0	0	3	0
70. The nationalizing of the railroads during World War I	2	0	1	0
71. Sedition Act of 1918	0	0	3	0
72. Intervention of Federal troops in the Steel Strike of 1919	1	0	2	0
73. Merchant Marine Act of 1920	2	0	1	0
74. Abstention from the League of Nations 1920	0	2	1	0
75. Action in letting Mscle Shoals be idle after World War I	0	1	2	0
76. Refusal to recognize Russia 1920's	1	0	2	0
77. Fordney-McCumber Act of 1922	0	2	1	0
78. Elk Hill Scandal 1922	1	2	0	0
79. Teapot Dome Scandal 1922	1	2	0	0
80. National Origins Act 1924	1	0	2	0

81. Scopes Case 1926	0	2	1	0
82. Sacco-Vanzetti Case 1927	0	1	2	0
83. Cruiser Bill 1929	0	0	3	0
84. Refusal of sanctions to Japan 1932-7	0	1	2	0
85. Government treatment of bonus marchers 1932	0	2	1	0
86. Harry Bridges deportation case 1930's	0	1	2	0
87. Norris-La Guardia Anti-Injunction Act of 1932	2	1	0	0
88. Bank holiday of 1933	2	0	1	0
89. Activitiesof the Works Progress Administration 1933	0	0	3	0
90. Act authorizing the Philippine independence 1933	0	0	3	0
91. Agricultural Adjustment Act of 1933	0	1	2	0
92. Refusal to participate in World Economic Conference in London 1933	0	0	3	0
93. Devaluation of the dollar 1934	0	0	3	0
94. National Industrial Recovery Act 1935	0	0	3	0
95. Wagner Act-National Labor Relations Act 1935	0	0	3	0
96. Governmental action toward the revolution in Spain 1938	0	2	1	0
97. Use of Tennessee Valley Authority as a "yardstick" 1939	0	0	3	0
98. Transfer of destroyers to Britain 1940	3	0	0	0
99. Protectorate over Iceland and Greenland 1941	3	0	0	0
100. Freezing of Japanese assets in United States in 1941	3	0	0	0
101. Roosevelt's "shoot on sight" orders 1941	3	0	0	0
102. Lend Lease Act of 1941	3	1	0	0

List of Charts for Appendix B

American Treatment of the Tories 68

The Sedition Act of 1798 69

Monroe Doctrine 1823 70

Removal of the Five Civilized Tribes 1838 71

Fremont in California 1845 72

Fugitive Slave Act of 1850 73

The Gadsden Purchase 1853 74

Freeing of Slaves Without Payment 75

Impeachment of Johnson 76

Dingley Tariff of 1897 77

Declaration of War with Spain in 1898. 78

Arbitration of the Alaskan Boundary Conflict with Canada 79

Boxer Rebellion 1900 80

Decision in the Insular Cases 1901 81

Philippine Insurrection 1902 82

Government Interference in the Coal Strike of 1902 83

La Follette Seaman's Act 1915 84

Intervention in the Dominican Republic 1916 85

Tom Moony - W. Billing Case 86

American Action with Regard to the Sussex Sinking 87

Espionage Act of 1917 88

Sedition Act of 1918 89

Cruiser Bill of 1929 90

Activities of the Works Progress Administration 1933 91

Act Authorizing Philippine Independence 1933 92

Refusal to Participate in World Economic Conference in London 1933 . . . 93

National Industrial Recovery Act 1933 94

Devaluation of the Dollar 1934 95

Wagner Act - National Labor Relations Act of 1933 96

Use of the Tennessee Valley Authority for a "yardstick" 1939 97

Transfer of Destroyers to Britain 1941 98

Protectorate over Iceland and Greenland 1941 99

Freezing of Japanese Credits in the United States in 1941 100

Roosevelt's "Shoot on Sight" Orders 1941. 101

Lend Lease Act of 1941. 102

CHART I

American Treatment of the Tories

Text	Line Count	Disapprove	Approve	Total Weight
Barker & Commager	16	Were persecuted and had property confiscated.	Tories were in English army and navy-did raid and inflict damage neighbors suffered-inflicted loss on neighbors confiscated property for patriot army.	Approve
Beard & Beard	56	Subjected to mob violence families driven away hanged without trial	Confiscated property to aid the Revolution joined British forces poked fun of the patriots.	Neutral
Canfield & Wilder	27	Wealthy and middleclass groups conservative,educated loyal - no mention of activities of the Tories but mentions the harsh treatment disarmed, jailed tarred and feathered,banished, loss of property - even death.	No justification mentioned joined army of British	Disapprove
Faulkner & Kepner	18	Majority in places - more prosperous and conservative property confiscated.	Hostile to Washington's troops after the coming of Hessians under cartoon-occasionally took place-referring to persecution of tar and feather treatment	Avoids issue
Hamm	16	Huge group- 1/3 in places majority in others unorganized	No mention of treatment	Avoids issue
Harlow	22	1/3 of total white population stood by established order a love for England some clergy remained loyal conservative group	Enlisted in British army attacked patriots - had to prevent Tories from making trouble-enumeration of legal action taken	Approve
Muzzey	6	Best families of Boston no mention	Left Boston with Howe prone to join British army	Avoids issue
West & West	31	Believe it wrong to take up arms against King -fear of anarchy.	Selfish groups-old officials aided British confiscated property	Avoids issue
Wirth	15	Majority in several places no mention against	Lost wealth and broke up estates - no mention of abuse	Avoids issue
Yarbrough	43	1/3 of population Tories colonies lost men of political and financial stability - describes treatment of Tories.	Greed for spoils	Disapprove

CHART II
The Sedition Act of 1798

Text	Line Count	Disapprove	Approve	Total Weight
Barker & Commager	23	Unfair to Republicans case of unjust enforcement	Hamper Republicans -stop criticism of Federalist	Disapprove
Beard & Beard	40	Severe, harsh, against freedom of speech and press - application	End radicalism of French end criticism	Disapprove
Canfield & Wilder	22	Affected Republicans violates free speech and press - illustrates a conviction under the law	Weaken Republican take advantage of anti-French sentiment	Disapprove
Faulkner & Kepner	11	Eventually strengthened Republicans ignored advice against act-notes convictions under act against personal liberty 10 convictions of editors and printers.	To end fiery criticisms and partisan attacks	Disapprove
Hamm	21	Interference with freedom of speech and press many foolish convictions Congress alarmed and leaderless	To stop opposition of Republicans	Disapprove
Harlow	36	25 arrests - illustrations of absurd convictions "flimsy charges" 154 used to check any adverse criticism- a denial of the fundamental principles of free government	Due to potential war with France-foreign born editors insulted Americans safety of nation at stake-severe measure necessary to save the government-broad construction of the Constitution	Disapprove
Muzzey	19	Harsh, even Federalist against this act-"panicky" hyper-Federalist conviction of 10 editors	Crush oppositionto secure party	Disapprove
West & West	6	Unpopular		A fact
Wirth	20	Objectionable, unfair, violates first amendment	Stop liberals, stop French anti-Federalist	Disapprove
Yarbrough	11	Blunder, against free speech and "violence"	Eliminate disturbing influences	Disapprove

CHART III

Monroe Doctrine 1823

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	96	National consciousness strength, pride, no desire to meddle in European affairs self protection - at first welcomed by Latin America	Later resented by Latin America	Approve
Beard & Beard	71	A famous statement "to the autocrats of Europe" on advice of policital councelors	No mention	Approve avoids issues
Canfield & Wilder	83	Independent action in time with national sentiment 261	No mention	Approve avoids issues
Faulkner & Kepner	97	Growing strength	"No position to oppose armed intervention by Europe" 640	Approve
Hamm	181	Policy of isolation our own self interest persistent principle of foreign policy-disentangled from Europe-part of newer nationalism	John Randolph opposed it "put the peace of the nation into peril" 290 only opinion of the President of U.S.	Approve good job
Harlow	118	Not a new doctrine various prominent leaders had expressed similar sentiments "fitted in remarkably well with American beliefs" 219	Did not have force of law could be dropped by any administration	Approve
Muzzey	45	Proud of move - sign of prestige	Monroe Doctrine does not say anything about interference by U.S. gradually disliked by Latin American countries	Approve
West & West	102	It was to our own interest to have them free and independent rulers of Europe described as "despotic"		Approve avoid issues
Wirth	53	Stopped Russian expansion protected countries of same type of government-helped commercial interest "rightly or wrongly, the Monroe Doctrine became the chief basis of our foreign policy"	Not endorsed by Congress doubt of European nations respecting it	Approve
Yarbrough	261	In minds and hearts of the people----powerful nation follows Washington's policy no foreign entanglements to be used to help the U.S.	Monroe was criticized England disliked this	Approve

CHAPTER IV
Removal of the Five Civilized Tribes 1838

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	11	Jackson sympathetic with Georgia-Cherokees gave up their Georgia claims	No mention	Approve with sympathy to Indians
Beard & Beard	0	No mention	No mention	Omits
Canfield & Wilder	22	Exchanged lands $500,000 to aid in removal	Force Indians to move " greedy eyes toward the fertile holdings of the Red man "	A fact slight sympathy for Indian
Faulkner & Kepner	0	No mention	No mention	Omits
Hamm	41	Jackson sympathetic with Georgia paid $5,000,000 and were granted landsin Indian territory - most Indians agreed to terms	Violatesa treaty with the Cherokees - Georgia did not obey a Supreme Court ruling force and harst treatment used to remove them to the west	Disapprove sympathy for Indians
Harlow	20	Had choice of submitting to state government or emigrating to an Indian territory in the West	Supreme Court upheld the Indians The Cherokees had adapted a constitution and had tried to govern themselves independently	Approve Sympathy for Indians
Muzzey	1	Mentions Georgia and the Cherokees in Adams administration		Omits issue
West & West	0	Omits	Omits	Omits
Wirth	23	Indian Territory set aside for them frontier attitude of hostility of Jackson--wanted to have a place set aside for them	Indians peaceful and civilized in Georgia-some industry appealed for their rights after Supreme Court ruled in their favor United States violates treaties	Disapprove sympathy for Indians
Yarbrough	73	Removal to west and have permanent possession of land get western lands by treaties perpetual ownership of land $500,000 to pay cost of removal	Cherokees quite civilized becoming Christians - had own government, roads, inns, industry, work shops, crops, orchards, " ancient Indian tragedy was staged again " 125 laws favored Indians .	Disapprove sympathy for Indians

CHART V

Fremont in California 1845

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	4	Fremont was in the region when war broke out		A fact
Beard & Beard	3	A hero Fremont planted the flag on Pacific slopes		A fact
Canfield & Wilder	4	Fremont stirred up a revolt in California which resulted in a republic		A fact
Faulkner & Kepner	4	Fremont, engaged in an exploratory expedition, aroused the settlers to revolt and set up the "Bear Flag"		A fact
Hamm	6	Fremont and Kit Carson joined the revolting settlers but gave way to the United States authorities appointed by the President of the United States		A fact
Harlow	8	"Legal formalities carried little weight on the frontier" 281 "invited him to lead their enterprise 281	No lawful right on Mexican soil	A fact neutral
Muzzey	8	Loyal Americans supported United States as as war broke out	Without orders	A fact
West & West	0	Omits	Omits	Omits
Wirth	1	California occupied by a small force under Fremont		A fact
Yarbrough	0	Omits	Omits	Omits

CHART VI

Fugitive Slave Act of 1850

Text	Line Count	Disapprove	Approve	Total Weight
Barker & Commager	44	South had feeling of injury no confidence in act could not be enforced	Helped to satisfy the South	Disapprove slightly
Beard & Beard	23	Added to uproar over slavery - developed enemies of the law	Aided planters part of a compromise	Disapprove
Canfield & Wilder	10	Kept alive bitter feeling between North and South Inhuman	Postponed conflict	Disapprove
Faulkner & Kepner	2	"a drastic fugitives slave bill was enacted "	As part of the Compromise of 1850	Disapprove a fact
Hamm	35	Criticized in North attempts weremade to nullify Federal law cases of violation illustrated	Temporary adjustment a truce, crisis passed majority of people happy	Disapprove
Harlow	21	Unsatisfactory examples of violation defiance of law		Disapprove
Muzzey	8	Stated part of Compromise of 1850		A fact neutral
West & West	62	Cases of violation did not let North forget slavery	Easier for owners to get slaves back	Disapprove
Wirth	12	Difficult to enforce in the North increased bitterness between North and South	Omits	Disapprove
Yarbrough	27	Fee twice as large for a conviction as for freeing slave could not be enforced	Omits	Disapprove

CHART VII

Gadsden Purchase 1853

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	8	A railroad line to the coast	Northern opposition linked to Southern interest	Controversial
Beard & Beard	4	Negotiations paid $10,000,000	Use of term " won " 358	Factual
Canfield & Wilder	11	Completes manifest destiny purchase in return for $10,000,000 insures a direct line to the Pacific	No mention	Approve
Faulkner & Kepner	6	To provide for rail route		A fact
Hamm	14	Settles boundary disputes paid large price $10,000,000 gets best rail route to Pacific	" Conscience money" -	Approve
Harlow	21	Evidence of territorial expansion - southern route for railroad- settled a few matters boundary settled	Newspapers criticized opposition in Senate	Approve with controversy
Muzzey	6 foot notes	Best route to the coast large sum of money	Footnote: critics call it " conscience money" for territory taken - earlier	Neutral
West & West	3	A purchase to secure a good southern route to California		A fact
Wirth	13	A purchase for $10,000,000 negotiate the purchase		A fact
Yarbrough	11	For rail route to coast		A fact

CHART VIII

Freeing of Slaves Without Payment

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	1	In 1862 an act offered to pay slaveowners in border states,was refused		A fact
Beard & Beard	1	An offer to aid in paying for freeing slaves		A fact
Canfield & Wilder	1	Offer to aid to any state which made provisions for gradual emancipation		A fact
Faulkner Kepner	9	Lincoln's recommendation of gradual emancipation with Federal compensation $200 a slave	Border states would not part with a slave for $400 abolitionist criticized president for this	A fact
Hamm	0	Omits	Omits	Omits
Harlow	16	Lincoln hoped that the Federal or state governments would buy the slaves and set them free in 1862 Congress approved "after further fruitless attempts to buy freedom for the slaves".	Border states refused this plan	Approve
Muzzey	9	Lincoln tried to get states to free slaves and give them U.S. bonds in payment Congress appropriated money to purchase 430,000 slaves' freedom, mentions confiscation of property		A fact
West & West	0	Omits	Omits	Omits
Wirth	1	Policy of gradual emancipation by Federal government buying slaves from owners	Not cordially received	A fact
Yarbrough	24	A plan for gradual emancipation by buying slaves' freedom Lincoln felt that owners should be compensated for it was part of the system		Approve

CHART IX

Impeachment of Johnson 1868

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	15	Factual		Neutral
Beard & Beard	10	Exciting trial		Neutral
Canfield & Wilder	31	Eliminate Johnson to make room for one of their own number	Political hostility no open-minded justice tore to shreds persecution's case - country spared humiliation of removal for political reasons	Disapprove
Faulkner & Kepner	29		Failure of prosecution to prove case - trial degenerated - a farce based on political opposition - save the nation from disgrace	Disapprove
Hamm	35	Criticized Congress tried to eliminate Johnson	Criticized Johnson not guilty of "high crimes and misdemeanors"	Disapprove
Harlow	16		A"frame-up" 340 faithful in the performance of his duty the law he broke had been passed largely as a challenge	Disapprove
Mizzey	25		Radicals want him out justice before partisan hatred personal and political vengeance	Disapprove
West & West	4	Rude in manner - no tact quarreled bitterly with Congress	Honest and patriotic	Factual
Wirth	28		A pretext farcial and deplorable desperate attempt, bribery intimidation for purely political reasons	Disapprove
Yarbrough	0	Omits	Omits	Omits

CHART X

Dingley Tariff of 1897

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	3	Protective tariff fulfilled platform promise	Omits	Approve
Beard & Beard	10	Protective principles high rates for enumerated products	Made by corporations and trusts first debate of the session	Neutral
Canfield & Wilder	20	High protective tariff a new high included reciprocal factors to encourage trade with our neighbors to the south	Forced through with lightening speed considerably lobbying by special interests	Disapprove
Faulkner & Kepner	5	The president interpreted his election for the increased in the tariff	Log rolling pleased big business representative in general	Approve
Hamm	2	A statement		A fact
Harlow	10	Pleased manufacturers passed the House in less than two weeks. hundreds of amendments high rates upheld	Took longer in the Senate	Disapprove
Muzzey	4	Broughtalmost uninterrupted prosperity for a dozen years		Approve
West & West	23	Highest rate in history	Protected goods made by trusts and corporations, which did not need protection - hurt farmers	Disapprove
Wirth	6	Panic of 1893 due to Democratic tariff protective measure		Approve
Yarbrough	0	Omits	Omits	Omits

CHART XI

Declaration of War with Spain 1898

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	19	Sympathy with Cubans self-denying promise to Cubans-Maine sinking		Approve
Beard & Beard	133	Atrocities committed by Spanish-pages economic interest-Hearst influence-Maine sinking-DeLome letter-injuries to our business and citizens	Spain wanted to avoid war-Woodford tells U.S.firmness and patience will get what we want without war-McKinley ignores Spanish concessions in address to Congress	Controversial
Caulfied & Wilder	128	Public for war-doubt sincerity of Spain-news paper campaigns-Cuban propaganda-sinking of Maine-DeLome letter-protest American people and business	McKinley knew of Spanish concessions yet ignored them in his message	Controversial
Faulkner & Kepner	94	Economic reasons-Maine sinking-DeLome letter-Cuban atrocities	Spain conceeded to our demands-complete surrender-need for war sentiment	Controversial
Hamm	120	Cuban treatment-economic interest-DeLome letter-Maine sinking-influence of press	Questions necessity of war European powers requested delay and peace-Spain willing to cease hostilities	Controversial
Harlow	119	Hearst press-Maine sinking-DeLome letter-seizure of American ships-people wanted war-affairs in Cuba	Spanish concessions-quote of Senator Long-claims that Spain conceeded,our minister might have avoided war	Controversial
Muzzey	73	Maine sinking-DeLome letter-misrule of Spain in Cuba-economic interest in Cuba	McKinley failed to back up good intentions-dismissed Spanish concessions as unimportant did not make new speech-Congress belligerent negotiations might have prevented war-administration should have tried harder	Controversial
West & West	33	Maine sinking, Cuban treatment-public opinion-economic interest-DeLome letter	European offers of mediation-McKinley fails to tell Congress Spain agreed to cease hostilities	Controversial
Wirth	99	Property loss-DeLome letter-Maine sinking-final demands complied with	European attempts at mediation-Spain agrees to cease hostilities-McKinely fails to notify Congress-minister to Spain cables twice for time-felt Spain would go as far as we wished	Controversial
Yarbrough	132	Cruelties to Cubans-sinking of Maine-business advantages	Desire for Cuba-McKinley did not notify Congress Woodford claims that Spain would settle without war	Controversial

CHART XII

Arbitration of the Alaskan Boundary Conflict with Canada

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	4	Settled by arbitration		A fact
Beard & Beard	0	Omits	Omits	Omits
Canfield & Wilder	19	Better feeling submitted by tribunal	Some Canadians felt Lord Alvestore sacrificed their interest to promote better relations with the U.S.	Controversial approve
Faulkner & Kepner	0	Omits	Omits	Omits
Hamm	0	Omits	Omits	Omits
Harlow	0	Omits	Omits	Omits
Muzzey	0	Omits	Omits	Omits
West & West	2	One of the disputes settled by arbitration		Fact
Wirth	0	Omits	Omits	Omits
Yarbrough	12	Distinguished representatives in favor of U.S.- important dispute settled by arbitration	Omits	Approves

CHART XIII

Boxer Rebellion 1900

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	18	Cordial relations strengthened-money returned- fund for education-fair dealing Chinese insurgents	Amount was more than United States damages	Approve
Beard & Beard	38	Revolt ran riot with a vengeful fury-atrocities by the Boxers-return of surplus money for education fund of Chinese students in U.S.,-Chinese people became more pro-American	Boxers were correct in charges that foreigners were carving up the Chinese empire - a weak victim	Approve
Canfield & Wilder	28	Hay advised moderation-excess money from damages returned used as a basis for an education fund for Chinese students' studies in America-U.S.played its part well	European selfishness in China	Approve
Faulkner & Kepner	32	U.S. used surplus for education of students in U.S.-created friendly feeling	Patriotic Chinese resented foreign aggression foreigners had too much influence	Approve
Hamm	30	Did not use this for an excuse for dismembering China-returned surplus money for education of Chinese students in U.S.-earned Chinese good will	Bill submitted exceeded	Approve
Harlow	37	Secretary Hay endeavored to moderate the power's demands-surplus money returned to Chinese government and used for education of students in America	We receive about twice as much damages as we declared-Boxers had some Chinese government support Boxers wanted to protect own interests from foreigners	Approve
Muzzey	37	Murder and pillage fanatical-U.S.prevented vengence used surplus indemnity money for education of Chinese students in U.S.-Chinese government pleased	Omits	Approve
West & West	15	Chinese unable to restore order-no territory seized-surplus used for education of Chinese boys	Patriots felt bitter over interference-supported by Chinese troops	Approve
Wirth	22	Series of outrages-surplus indemnity money used for educating Chinese students in U.S.	Foreign aggressions supported by Chinese troops-indemnity exceeded loss	Approve
Yarbrough	16		Supported by empress-detrimental to Chinese rights	Approve

CHART XIV

Decision in Insular Cases 1901

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	18			Neutral factual
Beard & Beard	21	Congress can make any reasonable rules for the government of the Phillippines and Puerto Rico		Neutral factual
Canfield & Wilder	37	Approval of American people		Approve
Faulkner & Kepner	12			Neutral factual
Hamm	21			Neutral factual
Harlow	0	Omits	Omits	Omits
Muzzey	23	Supreme Court followed the election-acceptable to the people	If Constitution applied it would make them citizens "preposterous idea" 540	Approve
West & West	0	Omits	Omits	Omits
Wirth	0	Omits	Omits	Omits
Yarbrough	0	Omits	Omits	Omits

CHART XV

Philippine Insurrection 1902

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager			They wanted independence	A fact
Beard & Beard	17		Cost heavily - wanted independence - aided U.S. in war	A fact
Canfield & Wilder	18	To devise a suitable government difficult	Anti-imperialist complain cost heavy - fire and looting - cruel warfare change of masters	Controversial
Faulkner & Kepner	23	Unprepared for independence - economic expansion For better or worse we got them	No desire to be ruled by Spain or America	Controversial
Hamm	9		Independence expected difficult task	Factual
Harlow	51	Aguinaldo showing increased resentment to U.S. inland had many different types of people Aquinaldo's indescreet boast	High cost to U. S. lost heavily war seemed inconsistent with American traditions	Approve (with controversy)
Muzzey	77	Became reconciled to American rule - full prey to anarchy oppressed so we needed to take over	Had been promised control commercial interest imperialistic	(Approve with controversy)
West & West	28	Not fit to govern self other powers would get them	Cost 8 times as much to stop as island cost greed for conquest against principles of self government	Approve (With controversy)
Wirth	12		Arguments of anti-imperialist cost nearly 9 times the cost of islands - been betrayed	Factual
Yarbrough	8		Against spirit of American institutions (Hoar)464	Factual

CHART XVI

Government Interference with the Coal Strike of 1902

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	24	Coal industry in chaotic condition-mine owners obstinate- this threat with public opinion		Approve
Beard & Beard	18	Men willing to arbitrate averted a crisis of great magnitude	Stepping outside the Constitution	Approve
Canfield & Wilder	64	Men would arbitrate-owners refused arbitration-welfare of people concerned-obstinate attitude of the coal company	No Constitutional authority	Approve
Faulkner & Kepner	48	Square-deal basis-control by few-sympathy with miners-selfish and independent owners-began a period of peace	Without the authority of the Constitution	Approve
Hamm	0	Omits	Omits	Omits
Harlow	77	Operators refused to meet for discussion or arbitration-Roosevelt determined to appoint a commission-increased the President's popularity	No law to follow	Approve
Muzzey	54	For public welfare-operators refused Roosevelt's offer-insult to President-peace reigned after this	No law to fall back on	Approve
West & West	31	Welfare of nation at stake-men willing to arbitrate-owners refused-Roosevelt feared for the destiny of the country when cold weather came	Private property need of troops to protect mine-no legal authority	Approve
Wirth	28	Mines controlled by few owners-refused arbitration-men willing-public sympathy for strikers	No authority to do this	Approve
Yarbrough	2	Labor made gains		A fact

CHART XVII

La Follette Seaman's Act of 1915

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	0	Omits	Omits	Omits
Beard & Beard	8	Extension of government protection	Heavy burden on ship owners not able to meet foreign competition	Disapprove
Canfield & Wilder	2 footnote	Greatly improved working conditions of seamen		A fact approve
Faulkner & Kepner	4	Decent conditions for seamen-improve working conditions-safeguard rights of seamen		Approve
Hamm	3	Radically changed conditions		A fact
Harlow	0	Omits	Omits	Omits
Muzzey	6	Prescribed conditions of food and wages	Unable to compete with foreign shipping	Disapprove
West & West	9	Omits	Omits	Omits
Wirth	5	Better living conditions		A fact approve
Yarbrough	0	Omits	Omits	Omits

CHART XVIII

Intervention in the Dominican Republic 1916

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	6	Supervision to assure payments of debts	Omits	A fact
Beard & Beard	15	Dissension in the government	Suspended the government	A fact
Canfield & Wilder	19	Did some good-education, internal improvements-finances on sound basis	Deprived of their independence-press censored-cruel punishment-unreasonable imprisonment	Controversial
Faulkner & Kepner	14	Debts accumulated alarmingly-European threat to collect-signed treaty	Senate refused to ratify	Approve
Hamm	19	Increased volume of trade-improvements made-debt reduced	Servere criticism of American imperialism	A fact
Harlow	30	Prevented other nations from taking over-public works were started and schools were improved	Not authorized by the Constitution-opposition suppressed by force	Approve with controversy
Muzzey	23	European countries wanted U.S. to guarantee efficiency of Republic-negotiated treaty for us to take over-Dominican Republic made solvent-creditors made solvent	Senate refused to ratify	Approve
West & West	23	Kept order there-collected taxes-prevented interference by others	Sometimes military authorities used arbitrary and un-American ways-"dollar diplomacy"-added to the fears and suspicion of U.S.	Controversial
Wirth	20	Prevented European intervention-conditions improved	Military dictatorship natives tired of our protection	Controversial
Yarbrough	11	Prevented other nations from taking over-supervised	Omits	Approve

CHART XIX

Tom Mooney - W. Billing Case

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	0	Omits	Omits	Omits
Beard & Beard	0	Omits	Omits	Omits
Canfield & Wilder	0	Omits	Omits	Omits
Faulkner & Kepner	0	Omits	Omits	Omits
Hamm	0	Omits	Omits	Omits
Harlow	0	Omits	Omits	Omits
Muzzey	0	Omits	Omits	Omits
West & West	0	Omits	Omits	Omits
Wirth	0	Omits	Omits	Omits
Yarbrough	0	Omits	Omits	Omits

CHART XX

American Action with Regard to Sussex Sinking 1916

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	9	Protested vigorously Germany agreed to abide by international law	Omits	Approve
Beard & Beard	0	Omits	Omits	Omits
Canfield & Wilder	21	Issued ultimatum	Attached a reservation which destroyed its value	Factual
Faulkner & Kepner	0	Omits	Omits	Omits
Hamm	14	Wilson threatened to sever diplomatic relations	Germany's pledge conditional	Factual
Harlow	19	Wilson's threat to break off relations delayed entry into war	Wilson scoffed and hated attempts at negotiations	Approve
Muzzey	16	Sent ultimatum-brought German promise to refrain was the Democratic chairman boast		Approve
West & West	0	Omits	Omits	Omits
Wirth	0	Omits	Omits	Omits
Yarbrough	37	Wilson stated position forcefully	German's only defense	Factual

CHART XXI

Espionage Act of 1917

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	0	Omits	Omits	Omits
Beard & Beard	8	Enumerate facts		Factual
Canfield & Wilder	22	A small group not in sympathy with war effort	Unjustifiable to well-intentioned pacifists	Controversial
Faulkner & Kepner	3	Omits	Clapped into jail	Factual
Hamm	6	A fact		Factual
Harlow	6	"When neither voluntary loyalty nor ordinary group pressure would keep them silent, more drastic measures were taken".		Factual
Muzzey	64	Prevented aid to Germany	Postmaster censored mail in spite of Congress not passing censorship as part of act	Disapprove
West & West	0	Omits	Omits	Omits
Wirth	0	Omits	Omits	Omits
Yarbrough	0	Omits	Omits	Omits

CHART XXII

Sedition Act of 1918

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	2	Temporary and mild		Approve
Beard & Beard	17	Severe and sweeping-upheld by Supreme Court	Opposed by Hiram Johnson in Senate-suppressed freedom of press and legitimate criticism	Controversial
Canfield & Wilder	26	Did not affect loyal citizens-existence of war changes times-safer to err on side of severity than to take many risks on being too lazy	Repressive legislation didnot reach right ones	Controversial
Faulkner & Kepner	0	Omits	Omits	Omits
Hamm	6	More drastic than the laws in 1798		A fact
Harlow	29	Regulations designed for a great emergency and not for permanent use-could go back to normal after war		Approve
Muzzey	24		Equaled in severity of the Sedition Act of 1798-violates constitutional guarantee of free speech-majority of Republicans in Senate voted against it-harshly enforced	Disapprove
West & West	0	Omits	Omits	Omits
Wirth	0	Omits	Omits	Omits
Yarbrough	0	Omits	Omits	Omits

CHART XXIII

Cruiser Bill of 1929

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	0	Omits	Omits	Omits
Beard & Beard	0	Omits	Omits	Omits
Canfield & Wilder	0	Omits	Omits	Omits
Faulkner & Kepner	0	Omits	Omits	Omits
Hamm	0	Omits	Omits	Omits
Harlow	0	Omits	Omits	Omits
Muzzey	14	Passed three weeks after the Senate ratified the Briand-Kellogg peace pact		Approve
West & West	0	Omits	Omits	Omits
Wirth	0	Omits	Omits	Omits
Yarbrough	0	Omits	Omits	Omits

CHART XXIV

Activities of the Works Progress Administration 1933

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	36	A story showing the variety of tasks done by the W.P.A.		Approve
Beard & Beard	31	More expensive than direct relief but gave the unemployed a feeling that what they were doing was something useful	Gradually admitted to be wasteful and makeshift-expensive-fear of vote buying	Controversial
Canfield & Wilder	42	Factual		Factual
Faulkner & Kepner	10	Saved the respect of the unemployed-accomplished worthwhile projects		Approve
Hamm	7	Factual		Factual
Harlow	9	Useful work-most famous	Some money misused - probably the cost was too high	Controversial
Muzzey	18	Outlined Roosevelt's plan-enumerated ideas behind plan and types of projects	Staggering appropriation of $4,880,000,000 - more than Treasury receipts for a year	Factual
West & West	13	It started other industries to producing		Factual
Wirth	5	Factual		Factual
Yarbrough	3	Factual		Factual

CHART XXV

Act Authorizing Philippine Independence 1933

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	19	Voluntary grant-satisfactory arrangement For better or worse it remained on the statute books	At first some features unsatisfactory to Filipinos	Approve
Beard & Beard	7	Significant measure		Factual
Canfield & Wilder	42	Islands not profitable to U.S.-difficult to defend-California disliked the immigration of Filipinos		Factual
Faulkner & Kepner	37	Friendly Congress passed act backed by U.S. farm groups		Factual
Hamm	30	Eliminated offending clauses	Filipinos lose American markets	Factual
Harlow	11	Created good will toward the U.S.		Approve
Muzzey	0	Omits	Omits	Omits
West & West	7	American farmers and labor for act-revised offer accepted		Factual
Wirth	17	Democrats for independence		Factual
Yarbrough	7	Island not an asset		Factual

CHART XXVI

Refusal to Participate in World Economic Conference

In London 1933

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	0	Omits	Omits	Omits
Beard & Beard	0	Omits	Omits	Omits
Canfield & Wilder	12	Elaborate plans for conference-domestic recovery more important than an international movement to restore monetary standards	Omits	Neutral factual
Faulkner & Kepner	0	Omits	Omits	Omits
Hamm	0	Omits	Omits	Omits
Harlow	0	Omits	Omits	Omits
Muzzey	0	Omits	Omits	Omits
West & West	0	Omits	Omits	Omits
Wirth	13	Conference disappointing-U.S.refused to consider stabilization of currency until there had been sufficient rise in price		Neutral factual
Yarbrough	0	Omits	Omits	Omits

CHART XXVII

National Industrial Recovery Act 1933

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	22		Unconstitutional-brought relief to some officials	Factual
Beard & Beard	44	Cooperation of industry-parades, celebrations in cities-only moderate gains	Labor discontented-many strikes-plan did not work	Factual
Canfield & Wilder	21		Some provisions hurt labor	Factual
Faulkner & Kepner	37	Far reaching methods to restore prosperity-adherents believed it had contributed toward improved economic conditions	Unconstitutional-many critics-small business says it favors big business-labor said codes were not enforced	Controversial
Hamm	59	Enthusiams and warlike fervor-parades-restored hope and enthusiasm	Labor complained wages too low "regimentation"-unfair to small business-unconstitutional	Controversial
Harlow	56	Designed to aid industry and labor-business made some concessions to the President-"preservation of the American standard of living" 650	Framed under businessmen's trade associations-results not so impressive-unconstitutional-beyond the power of the federal government	Disapprove
Muzzey	43	90% of industry supported NRA says H. Johnson-public opinion for it	Government exceeded its power forced cooperation-Henry Ford against-unfair to small business	Controversial
West & West	17			Factual
Wirth	45	Many businessmen continued to live up to the code voluntarily	Unconstitutional	Factual
Yarbrough	68	Backed by public opinion 95% of industry adopted codes-vital factor in checking depression	Aid to large business over small-unconstitutional-a hindrance to recovery-a period of recession during the NIRA	Controversial

CHART XXVIII

Devaluation of the Dollar 1934

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	38	Increase prices, farmers get more for crops, wages would be raised-prosperity would return	Tinkering with currency benefits no one	Controversial
		Neither justified the hopes or fears		
Beard & Beard	50	Upheld by Supreme Court-part of pledge to provide "an adequate but sound currency"	Dissatisfaction of the silver group-business slow-down blamed on currency management	Controversial
Canfield & Wilder	40	Sponsors viewpoint for a while it was improving	Dissatisfaction of holders of gold certificates, liberty bonds, railroad bonds-certain men dissatisfied	Controversial
Faulkner & Kepner	33	A managed currency	Opposition to currency-inflation was strong	Controversial
Hamm	23	Upheld by Supreme Court to effect a managed currency-a compromise		Factual
Harlow	48	Recovery impossible without inflation-easier to pay double-avaluable contribution to our welfare	Could not be justified-conservative critics labeled it as nothing less than robbery	Controversial
Muzzey	28	Help export trade-raise price of goods-Supreme Court upheld	"Bad faith of the administration"	Neutral
West & West	0	Omits	Omits	Omits
Wirth	61	Upheld by Supreme Court	Promise to pay in gold suspended-question constitutionality	Neutral
Yarbrough	28	Intended to aid debtor class-without this inflation prices would have dropped much more	Relief not realized	Slight approval

CHART XXIX

Wagner Act-National Labor Relations Act 1935

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	32	Most people welcomed entry of federal government into labor legislation-settled 10,000 cases in first 4 years-upheld by Supreme Court	Criticized by business-exercised illegal powers-partial to labor-favored C.I.O. over A.F. of L.	Controversial
Beard & Beard	17	Factual	Prophecy of unconstitutionality	Factual
Canfield & Wilder	26	Constitutional	Widespread protest-dissatisfaction among American industrialists-favors organized labor	Factual
Faulkner & Kepner	19	Encouraged labor organization-made collective bargaining compulsory-enforcement handicapped until Supreme Court ruled		Approve
Hamm	23	Upheld by Supreme Court	Cases against the Act	Factual neutral
Harlow	25	Found constitutional	Leaves union free of legal responsibility-gives unions practically unlimited power in industrial affairs-enumerates disadvantages to employer	Slight approval
Muzzey	19	Prevents strikes in industry-of 2,000 cases handled in 2 years 3/4 were handled peacefully		Factual no issue
West & West	7			Factual no issue
Wirth	13	Upheld by Supreme Court	Severe criticism by both labor and capital later	Factual
Yarbrough	14	Magna Charta of labor	Favorable to labor-defines industry's duty to labor but omits labor's duty to industry	Factual slight disapproval

CHART XXX

Use of the Tennessee Valley Authority as a "Yardstick" 1939

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	27	Upheld by Supreme Court	Opposition from many quarters	Factual no issue
Beard & Beard	39	Encourage people to take action-rates too high still		Factual no issue
Canfield & Wilder	40	Promoting the social and economic welfare of the people of 7 states-Roosevelt claims that rates being charged were excessive-upheld in right to sell power		Approve
Faulkner & Kepner	26	Improve social and economic conditions-upheld by Supreme Court	Opposed by private utility interests	Approve no issue
Hamm	69	Far reaching act ever passed by Congress- TVA upheld by Supreme Court	Does not make adequate allowances for taxes, depreciations, interest payments-urged government to abandon competition with private industry	Controversial
Harlow	61	Government upheld in the right to sell power-can produce and sell power cheaper than private companies	Resented by private companies	Factual
Muzzey	28	For betterment of the people-upheld by Supreme Court-benefits half a dozen states or more		Approve no issue
West & West	16			No issue
Wirth	46	Some act questioned by Supreme Court but so far was passed		No issue
Yarbrough	43	Private rates too high-increased demand if lowered in rural districts	Considerable opposition to government competition with private industry	Approve

CHART XXXI

Transfer of Destroyers to Britain 1941

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	12	Germany's ruthless invasion- a barrier against invasion	Breach of neutrality - might be an act of war	Approve
Beard & Beard				Too old
Canfield & Wilder	5	Exchanged important, air, naval bases	Factual	Approve
Faulkner & Kepner	7	An agreement- able to lease bases- bases for defense of our own		Approve
Hamm				Too old
Harlow	9	An exchange for a lease of bases-bases necessary for our coastal defenses		Approve
Muzzey	7	A transfer in exchange for bases		Factual
West & West	3			Factual
Wirth	23	An agreement - self defense		Approve
Yarbrough	22	Most important exchange- bases would protect continent and Panama Canal		Approve

CHART XXXII

Protectorate over Iceland and Greenland
1941

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager		Omits	Omits	Omits
Beard & Beard				Too old
Canfield & Wilder	7	With permission		Factual neutral
Faulkner & Kepner	2	With the consent		A fact
Hamm				Too old
Harlow	4	"....called logically for additional naval protection..." - arranged for		Approve
Muzzey	4	Necessary to our defense		A fact
West & West	5	Kept war away-prevent trade being interrupted with England		Approve
Wirth		Omits	Omits	Omits
Yarbrough	5	By arrangement with Denmark at invitation of island's authorities		Approve

CHART XXXIII

Freezing of Japanese Credits in the United States in 1941

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager	0	Omits	Omits	Omits
Beard & Beard				Too old
Canfield & Wilder	1			A fact
Faulkner & Kepner	0	Omits	Omits	Omits
Hamm				Too old
Harlow	0	Omits	Omits	Omits
Muzzey	0	Omits	Omits	Omits
West & West	0 *	Omits	Omits	Omits
Wirth	0	Omits	Omits	Omits
Yarbrough	2			A fact

CHART XXXIV

Roosevelt's "Shoot on Sight" Orders 1941

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager				Too old
Beard & Beard				Too old
Canfield & Wilder	22	Aroused by attacks on American ships- we cannot be intimidated	Bitter and prolonged debate end of legislation designed in advance to keep us out of war	Approve
Faulkner & Kepner	14	Freedom of the seas		Approve
Hamm				Too old
Harlow	18	Attacks on our shipping- protect our shipping- a warning to Germany		Approve
Muzzey	14	German sinking of our ships-public in favor	Resisted by isolationists	Approve
West & West	0	Omits	Omits	Omits
Wirth	0	Omits	Omits	Omits
Yarbrough	0	Omits	Omits	Omits

CHART XXXV

Lend Lease Act of 1941

Text	Line Count	Approve	Disapprove	Total Weight
Barker & Commager				Too old
Beard & Beard				Too old
Canfield & Wilder	12		Bitter debate in Congress	Factual
Faulkner & Kepner	15	American safety depended on helping the allies		Approve
Hamm				Too old
Harlow	27	Vital importance to our defense-expand production	Intense and bitter opposition- drag U.S. into war	Approve
Muzzey	29	Larger group believes it will preserve safety- a quick agreement in Senate	Isolationist- direct path to war	Approve
		Bitter battle between press - pro and con		
West & West	9	Necessary to our own defense		Factual
Wirth	14	Keep war from spreading	Involve us in war	Controversial
		A long debate ensued		
Yarbrough	18	In interest of American defense	Vigorously opposed by a considerable number of members of Congress-dictatorial powers upon the president draw us into war	Controversial

BOSTON UNIVERSITY
1 1719 02546 2682

No. 9 R 288-K
SPEEDWAY LONG LIFE COVER
FOR SPEEDWAY FASTENER

MADE BY
SPEED PRODUCTS CO., INC.
LONG ISLAND CITY I, N. Y., U. S. A.
PAT. No. 2204095 - OTHER PAT. PEND.